DOCUMENT RESUME

ED 063 473 VT 015 392

TITLE	A Guide for Occupational Orientation--"The World of Work." Grades 5-7.
INSTITUTION	Pharr-San Juan-Alamo Independent School District, Tex.; Texas Education Agency, Austin.
REPORT NO	CVTE-00005
PUB DATE	71
NOTE	118p.; PAES Collection
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Audiovisual Aids; Behavioral Objectives; Bibliographies; *Career Education; *Career Opportunities; *Career Planning; *Curriculum Guides; Instructional Aids; Intermediate Grades; Learning Activities; Occupational Information; Occupations; Resource Guides; Secondary Grades; Teaching Guides; *Vocational Development
IDENTIFIERS	Career Awareness; Educational Awareness; Self Awareness

ABSTRACT

Prepared by staff and consultant coordinators of a pilot project from the contributions of 27 elementary and junior high school teachers, this curriculum guide is designed to orient students in Grades 5-7 to the world of work by stimulating interest in planning a career or vocation. The materials are divided by grade level into two sections, with Grades 5 and 6 concentrating on career awareness through the exploration of 26 different occupations and Grade 7 concentrating on such career development topics as self awareness, educational awareness, employment-seeking skills, and other types of occupational information. The following instructional components are provided for each occupation and career development topic: (1) general and behavioral objectives, (2) learning experiences, which consist of such activities as student skits in which students role play workers, individual activities, and group discussions stimulated by resource persons, films, or other instructional aids, and (3) a listing of instructional materials and resources. A bibliography of films, filmstrips, resource persons, field trips, magazines, and books is included. (SB)

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A GUIDE FOR
Occupational Orientation
"THE WORLD OF WORK"

GRADES 5-7

OCCUPATIONAL ORIENTATION – "AN AWARENESS
TO THE WORLD OF WORK"

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
OCCUPATIONAL ORIENTATION PROGRAM 1970 - 1971

VT015392

A GUIDE FOR
Occupational Orientation
"THE WORLD OF WORK"

GRADES 5-7

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A Pilot Program in Cooperation
WITH THE
TEXAS EDUCATION AGENCY
AND
P.S.J.A. High School Vocational Education

Wesley Van Matre Jr., Director
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FOREWORD

Due to the significant change of events in and out of the school classrooms in the world today, the role of the teachers, consultants, and administrators is changing daily. Not only are we working in a co-operative effort to help our school-age children and people with whom we come in contact ~~with~~ but we have been given the opportunity to provide these youngsters in a new capacity; that is, acting also in our classroom situations as guidance counselors. In fulfilling this vital role we can also use outside resources, such as guest speakers, organizations, agencies, and personnel from available service centers.

Important trends, historical events, and innovations are occurring at such tremendous rates that we find students in our classrooms unaware of available vocations. It is our intent through these media to provide our children with a career development experience commencing in the fifth grade. At this age children will become aware of the need for work, the importance, meaning, and satisfaction of a job well done in a selected vocation and an early understanding of the career development process.

Counseling, by itself, is not enough to achieve the objectives of the Occupational Orientation program. Therefore, as Consultant-Coordinators we are attempting to provide educators with the tools necessary for implementing curricular materials which will be informative and will promote interest and new insights into the planning of a career or a vocation.

Since we are in the midstream of an agricultural or so-called "Migrant" area we are consequently presented with the problem of attitude change. The teacher must be an inspirational leader who provides his pupils with respect and dignity. He must instill in them a feeling of self-worth and pride in that all honest work has dignity, and that happiness in the world of work lies in finding our particular niche in life.

The activities and ideas presented in this Guide are suggestions and need not be followed explicitly. The creative teacher will no doubt find other activities which he will want to add or use in conjunction with those provided; thus enriching the childrens' lives by better understanding careers and vocations.

Manuel N. Perez and Ruben Lopez
Consultant-Coordinators

ACKNOWLEDGEMENTS

The Occupational Orientation Program and it's staff of two Consultant-Coordinators is indebted to:

Mr. Augusto Guerra, Assistant Superintendent for Instruction, who envisioned a need in the Pharr-San Juan-Alamo Schools for an awareness program to the "World of Work". He also formulated the proposal which made this program possible.

Region I Education Service Center, Texas Employment Commission, Texas Education Agency, local business firms, administrators and all those individuals who contributed in making this Guide available, we would like to express our most sincere thanks.

Mrs. Thelma Salinas and her Clerk-Typist class under M.D.T.A. (Manpower Development and Training Act) who assisted in proofreading and typing this guide to completion.

To each of the contributing teachers without which this Guide would never have been published we would like to express our appreciation. Through their patience and tolerance these people courageously contributed of their time and efforts in making this Pilot Program a success. Their just rewards are seen in the satisfaction of a job well done and unselfish contributions to the field of education.

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PREFACE

A large number of our students and/or parents are not aware of what exists in the "World of Work" and how to plan or prepare for it. Therefore, in the Pharr-San Juan-Alamo Schools we are providing instruction, guidance, and counseling through the Occupational Orientation Program.

Listed below are pupil objectives for a course of study in occupations:

1. To be able to live a useful and satisfying life.
2. To learn about broad fields of work such as skilled, the professional, the sales, or clerical fields.
3. To see the relationship of these fields of work to curricular choices.
4. To secure information about specific job employment.
5. To understand the means of obtaining accurate, up-to-date information about the occupational world which will lead to developing skills in an occupational choice.
6. To understand the significance and scope of vocational planning.
7. To recognize values, standards, and goals as a basis for occupational choice.

EVALUATIVE TECHNIQUES

Through the implementation and use of this Guide as a tool in teaching students in Grades 5, 6, and 7 it is hoped that the teachers involved in the program will be in a better position to determine whether specific learning objectives have been attained. Unless otherwise specified in the teaching plans, the method of evaluating the students' performance will be decided by the teacher.

The materials in this Guide, include a wide selection of activities, instructional materials, and resources which are designed to help all the students involved.

This Guide need not be followed explicitly. It is intended for the purpose of helping teachers decide what sections of the manual are applicable to his needs and to furnish the teacher with pre-planned lessons and skits which provide the students with simulated role-playing experiences.

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OCCUPATIONAL AWARENESS

GRADES 5 & 6

ACCOUNTING

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After the lesson the student will be able to understand that in the business world there are many records that have to be kept and that men and women are hired to keep these records.	After an introduction to the occupation of accounting and C.P.A. the students will be introduced to the requirements or qualifications needed in order for a person to become an accountant or a Certified Public Accountant. The students will then be asked to try to visualize themselves as the accountants in the film that they are about to see. The class will see the film.	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers FILM P.S.J.A. MEDIA CENTER "Bookkeeping and Accounting" (009) B/W 11 minutes
SPECIFIC: The student will be able to list at least 3 requirements or qualifications needed to become an accountant.	After viewing the film the class will discuss the film with the teacher placing emphasis on the qualifications or requirements needed.	
The student will be able to list at least 3 requirements or qualifications for a position as a Certified Public Accountant.	The class will then listen to the speaker talk to them on the qualifications for an accounting career or one as a Certified Public Accountant. The speaker will also go into the daily duties or routine in an accountant's day. The class will be allowed a question and answer period to interview the speaker. The teacher may start the questions if the class is withdrawn.	
The student will be able to give his reasons for liking or disliking accounting as an occupation.	After the question and answer period the class will write their answers to the questions, "Would you like to be an accountant or Certified Public Accountant? Why or why not?"	

AIRLINE STEWARDESS

CIVIL AVIATION OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand the duties, requirements and qualifications needed for becoming a stewardess and, if interested, plan what steps they must follow in preparation for their job. SPECIFIC: The students will be able to list and discuss 5 duties of a stewardess. The students will be able to formulate and write their personal reasons why they believe this to be a rewarding occupation. After reading the available materials the student will be able to list at least 5 basic pre-requisites for becoming an airline stewardess.	Initiate discussion by introducing the topic, Airline Stewardess, and that it is a service occupation. Ask, "What is a service occupation?" Accept answers given and offer assistance if needed. Ask, "What services does an airline stewardess offer?" Using the chalkboard, the students can come up and list some of the services provided by a stewardess. Examples: 1. Greeting the passengers. 2. Check their tickets. 3. Assist with coats and small luggage. 4. Give safety instructions. 5. Answer questions about flight and weather. 6. Distribute reading material. 7. Distribute pillows. 8. Heats and serves meals. 9. Prepare, sell, and serve cocktails. 10. Complete flight report. 11. Administer assistance, first aid etc. From cut-outs make a poster or bulletin board display showing stewardesses at work. Read, investigate, and discuss the nature of the work, places of employment, training, qualifications, employment outlook, and earnings and working conditions.	BACKGROUND INFORMATION Encyclopedias Magazines *Additional information is found in the Occupational Outlook Handbook and/or the Job Guide for Young Workers. SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Old magazines, cut-outs FILMS: REGION I . "Airplane Trip by Jet, An" (3rd. Ed.) Col. 11min. P-I MP0008

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Enrichment activity: A film may be used showing a jet in flight and the personnel at work. Some students may want to make a report or others may want to collect a scrapbook of pictures showing different airlines and uniforms worn by stewardesses.	

AUTO-TRUCK MECHANIC

OBJECTIVES

GENERAL:
The student will be able to recognize that the ever increasing number of automotive vehicles plus the natural turnover in personnel creates a great demand for more and better trained automotive mechanics.

SPECIFIC:
After the lesson the student will be able to list at least 4 different types of mechanics and state their duties.

The student will realize that mechanics are essential to our highly mechanized society.

Note:
Auto mechanics is not only for boys as evidenced by the girls enrolled in auto mechanics classes at the High School.

SUGGESTED ACTIVITIES

The lesson may be started by asking the following questions:
"How many of you have heard of a car needing fixing?"
"How many of you have seen a car being fixed?"
"How many of you have helped someone fix a car?"

The students will then be informed of the duties and qualifications of a mechanic through the medium of the dialogue "Auto-Truck Mechanic"

The class will then see and discuss the film "Transportation Maintenance"

After the film the class will discuss the occupation of the mechanic as a livelihood paying particular attention to the different types of mechanics positions.
Examples:
1. Suspension specialist
2. Exhaust system specialist
3. Transmission specialist
4. Brakes specialist
5. Front end specialist

Field trip:
The class may take a field trip to a nearby car agency and observe the different types of mechanics in action.

Culminating activity:
The class will write their reactions to the question, "Would you like to be a mechanic? If yes, what types of a mechanic would you like to be? If not, which phase of the occupation does not interest you?"

INSTRUCTIONAL MATERIALS & RESOURCES

BACKGROUND INFORMATION

Occupational Outlook Handbook

Job Guide for Young Workers

Encyclopedias

FILMS
Region I
"Transportation Maintenance"
MP0480 Col. 11 min. I

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Evaluation: 1. Explain why mechanics are needed in our society. 2. List the qualities needed to become a good mechanic and why those particular qualities are needed. 3. Define: 1. Suspension specialist 2. Exhaust specialist 3. Transmission specialist 4. Brake specialist 5. Front end specialist	

AUTO-TRUCK MECHANIC

"My Dad went to a specialist yesterday."

"I didn't know he was sick."

"He's not."

"He's not? What's wrong with him then?"

"Nothing, it's our car that is sick. Dad took it to a transmission specialist."

"Why didn't he take it down to Don's Garage? Everyone knows Don Goodman is a good mechanic with lots of experience working on cars and trucks."

"Dad called Don but he had a couple of trucks from the bakery that he was overhauling. We needed the car soon so Dad called the service manager at the automobile dealer's. He said their transmission specialist could get it fixed right away."

"Yea, I've been over there and watched them work. They sure have a big place with a lot of people working. And one of their mechanics was at our school for Career Day. He told us about front-end mechanics, air-conditioning specialists, brake mechanics, and several others."

"I want to be a mechanic but I don't know whether I would rather work for a dealer, a big bus or trucking line, or a garage owner like Don."

"Let's go down and talk to Don. I'm thinking about being a mechanic myself."

(LATER) "Hello, Mr. Goodman. I'm Charles and this is Bill. We have been talking about becoming mechanics so we thought we would come to see you."

"Glad to have you. Just call me Don. So you fellows are thinking of becoming mechanics. Why do you think you're interested?"

"Well, both of us like to tinker with cars. We like to work with tools."

"That's a good start. Do you mind getting dirty and greasy or skinning your knuckles?"

"No, we hang around the service station and really like it."

"That isn't quite the same as a garage. Come with me and I'll show you what goes on in mine.

"As you know, I'm the owner. I started out a few years ago doing all the work myself. As my garage got more business, I had to hire other men to work for me. Most of my men can do a lot of repairs. The fellow you see over there working on the front-end of the green Ford has had special training in alignment and balancing of wheels. He also repairs steering and suspension systems. He stays busy at his specialty most of the time."

"How about the other four men? Are they specialists too?"

"No, most of my men are general mechanics. Two of them work mostly on trucks, but all of them do whatever is necessary. Some larger garages do have specialists in several areas."

"How long does it take for them to become a mechanic?"

"Usually about three or four years for an all-round mechanic. It may take a year or two longer to specialize. You can specialize without being an all-round mechanic."

"Where do they go to school?"

"Bill, I have a boy who is taking a mechanics course at the technical school. He works here evenings and weekends. Many others begin as helpers and learn on the job. Some high schools include auto mechanics, which is a good way to get started. In addition, some dealers sponsor schools or training for their employees. Quite a few young men enter an apprenticeship program, in which they get work and related classroom instruction."

"It really should not be hard to get training since many garage dealers need dependable mechanic trainees."

"Is the pay pretty good?"

"The average hourly rate is almost $4.00 for experienced all-round mechanics or specialists. Some specialists make more."

"Your garage sure is clean and neat. The working conditions here would be good. Many places are dirty and greasy with junk lying around."

"Thanks for the compliment, Bill. We find that our customers have more confidence in our work if we keep things organized. It takes a good bit of my mechanics' time to keep their work areas clean, but it saves a lot of time knowing where all tools and parts are located."

"Mr. Goodman, why don't you let Bill and I help out and do clean-up work a couple of hours or so a day this summer? Maybe we could save you time and get a better idea whether we want to become mechanics."

Spoken like a true businessman, Charles. You fellows give me a day or two and I'll see what I can work out. Speaking of businessmen--that's what a garage owner is. He has to be able to manage, keep up with his men, and keep customers happy with excellent service. There's a lot more to the job than just working on cars or trucks."

"Thanks a lot, Mr. Goodman. We've learned a lot today and we'll be back Tuesday."

"Fine, see you then."

(MUCH LATER) "Charles, do you know that it was twenty years ago today when we made our first visit to Don's Garage?"

"I sure do, Bill."

"I guess it was one of the most important days of our lives. We sure didn't know then that we would someday be partners in the biggest garage in the city."

"I'm glad we made the visit."

"I'm glad your car got sick."

The following information to be completed by local teacher or counselor.

Wage Scale: ______________ per hour ____________ per hour
State Local

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: _____Yes _____No

Junior College: ____________ ____________________
Program Name of Nearest College with Program

Four-Year College: ____________________
Name of Nearest College with Program

Apprentice Program: ____________________
Name and Address of Local Joint Apprentice Committee

BARBER

OBJECTIVES

GENERAL:
The students will be able to appreciate the manual dexterity involved in the barbering profession.

SPECIFIC:
(1) After reading professional magazines the students will be able to list three scalp conditions and their remedies.
(2) The students will be able to name and define the different phases of facial care and hair styling.
(3) The students will be able to demonstrate the proper technique used in applying a shampoo.
(4) The students will be able to creatively dramatize the presentation of the skit "Barber".

SUGGESTED ACTIVITIES

The lesson will be introduced by a discussion on the barbering occupation.

The class will then divide into three groups or committees. (If the class is too large more groups can be used.)
The groups will consist of:
(1) Facial care committee
(2) Hair styling
(3) Skin conditions and treatment committee (more if necessary)
The groups will do research by using the materials available to them.

Each group will compile their own report and present it to the class in the form of a panel.

The report may then evolve into a panel discussion with the committee leading the discussion.

Two students will then demonstrate to the class the proper technique of shampooing. One student will be the barber and the other will be the customer.

Culminating Activity:
The students will present to the class their version of the skit "Barber".

INSTRUCTIONAL MATERIALS & RESOURCES

BACKGROUND INFORMATION
Encyclopedias

Professional magazines

SKIT
"Barber"

SOURCES FROM WHICH YOU MAY OBTAIN AIDS
National Association of Barbers Schools Inc., 750 Third Avenue.
Huntington, West Virginia 25701

Associated Master Barbers and Beauticians of America, 537
South Dearborn Street, Chicago,
Illinois 60605

BARBER

I was talking to Ray, my brother, the other day when I was at his shop for a haircut. His daughter Ruby and I are in the same Occupational Orientation class at school. He knows we do some career planning in Occupational Orientation, so he asked me about my future. I told him I wasn't sure yet but that I wanted a job where I would be dealing with people and could be my own boss.

Ray quickly spoke up, "How about my job? I have my own shop and people are my business. Of course, I like my work and I believe I'm suited for this service type occupation. Barbering might not be for you."

I had always thought being a barber would be a good job. Ray had a nice, clean place to work, air-conditioning, soft music or a T.V., and his name on the sign outside. I knew he took time off now and then to go fishing or hunting. Also, he was quite popular with fellows that came into his shop to talk about sports, trade guns, or keep up with local news while they got a haircut. However, I figured the job of barber couldn't be all good so I decided to ask Ray to tell me about it. He really filled me in on things I didn't know about a barber.

In order to be a barber, one must take an examination for his barber's license. Exams usually include written test and a demonstration of barbering ability after finishing barber school.

Training courses in barber schools usually run from six to nine months. The trainee learns haircutting, shaving, and massaging. He learns how to give treatment for the scalp and face. He learns how to take care of instruments and equipment. He also learns about sanitation and health and about various skin conditions. Altogether he gets between 1,000 and 1,800 hours of instruction. He finds that many of his high school courses and his knowledge of how to study help him with his barbering instruction.

When he begins on his first job, he usually has to buy his own tools. They cost him $100 or more. If he wants to have his own shop later, it usually costs more than $1,000 per chair to equip the shop. Courses in business taken in high school can help the barber who wants to own and manage his own shop.

A barber needs to have a good personality or disposition. Patience and friendliness also help a barber in his work with all types of customers.

He should have good health. He has to stand up most of the time and he has to hold his hands up at shoulder level much of the time.

He has to work hard at busy times, such as Saturdays, but may have some slack periods at other times. A barber usually has Sunday and one weekday or half a weekday off from work. He usually puts in 40 or more hours per week.

Most barbers get paid wages or commission and tips. Those who don't own a shop are usually paid a straight commission of about 65 to 75 percent of the money they take in. Some are paid straight salaries. Apprentices average $75 or more per week.

Experienced barbers earn from $100 to $150 or more per week. Some shopowners and expert barbers earn over $200 per week. The barber who is skillful, has regular customers, and is in a shop at a good location usually makes the most money.

I have become more interested in barbering since I talked with Ray. Now I'm writing to the State Board of Barber Examiners at our State Capitol for more information about licensing requirements. If you're interested, look in the Occupational Outlook Handbook for more information and addresses of agencies that have information about barbering as a career.

I'm keeping what I've found about barbers in a file with information about other jobs I'm considering. I hope to explore several other occupations before I finish Occupational Orientation. Right now it looks as if barbering might be a career I would enjoy.

The following information to be completed by local teacher or counselor.

Wage Scale: __________ per hour (State)   __________ per hour (Local)

Preparation:

High School Subjects: __________ __________ __________
__________ __________ __________

Private Schools: ______ Yes ______ No

Junior College: __________ (Program) __________ (Name of Nearest College with Program)

Four-Year College: __________ (Name of Nearest College with Program)

Apprentice Program: __________ (Name and Address of Local Joint Apprentice Committee)

BOOKKEEPER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After the completion of the lesson the student will be able to understand that bookkeeping is an integral part of all types of business and that more and more job openings in this area are becoming available.	The lesson may start by asking the class "What is a bookkeeper and what does he do?" Three volunteers will be asked to write their answers on one side of the chalkboard. The class will then read and discuss "Bookkeeping Workers".	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers Encyclopedias Information on bookkeeping (attached)
SPECIFIC: The student will be able to explain the importance of bookkeeping workers to industry and business. The student will be able to list and discuss 5 duties of bookkeeping workers.	After the discussion the class will see the film. The teacher will then ask the same three students the original question ("What is a bookkeeper and what does he do?") and ask them to write their answer on the other side of the chalkboard. If any of the original students fail to respond, the rest of the class may help them out.	FILMS REGION I "Occupation & Opportunities-Bookkeeping" MP1091 Col. 15 min. J-S P.S.J.A. FILM "Bookkeeping and Accounting" (009) B/W 11 min. J-S
The student will be able to list 3 qualifications needed to become a bookkeeping worker.	Using the correct answers the class will review the question for reinforcement. The class will then write a composition using the correct answers describing a typical day at work if they were bookkeeping workers.	
The class will be able to creatively dramatize the skit "Bookkeeping Workers"	ENRICHMENT: Interested students will present the skit to the rest of the class. If the class has class officers the treasurer will present a report to the rest of the class.	

BOOKKEEPING WORKERS

One of the primary needs of our country's many businesses and companies is for clerical workers to keep accurate, up-to-date, organized records of their financial affairs. These clerical workers are called bookkeepers, bookkeeping and accounting clerks, or bookkeeping machine operators, according to the work they do. Bookkeeping workers make up one of the largest groups of office workers.

Many large companies have one or more bookkeepers who are assisted in their duties by bookkeeping clerks or bookkeeping machine operators.

The bookkeeper's main responsibility is to keep careful, accurate records of money received or spent, to know the balance on hand, and to prepare reports on finances. The bookkeeper may make out payrolls, figure tax, or do similar work.

Bookkeeping clerks often file, prepare and mail bills, answer the telephone, or perform many other operations necessary to keep a complete set of books. Like a bookkeeper, clerks should be good at working with numbers and should be able to concentrate on details. Above average grades in high school math would certainly be an asset for this job.

Bookkeeping machine operators may use adding, posting, and punchcard machines as well as typewriters, calculators, computers, and other equipment. Machine operators need to have finger dexterity and good eye-and-hand coordination. Record keeping is continually becoming more mechanized. This will require skilled operators for a variety of machines.

Most employers prefer to hire high school graduates who have done good work in high school business, math, typing, and bookkeeping. Many desire workers who have completed business school, community college, or technical school program. Bookkeepers who have completed college training may advance to a position as an accountant. Some businesses, banks, and larger companies provide on-the-job training for clerks and machine operators.

Average earnings for bookkeeping machine operators run from $80 to over $100 per week. Accounting clerks average from $85 to about $125 per week. Bookkeepers, especially head bookkeepers, usually earn well over $100 per week.

The outlook is fairly good for bookkeeping workers. Openings will occur in this second largest field due to turnover, transfer, and moderate growth. Around 75,000 openings should be available each year.

A look at the employment ads in local newspapers should give you an idea of the openings available. The Texas Employment Commission and private employment agencies also often list openings available.

The following information to be completed by local teacher or counselor.

Wage Scale: ____________ per hour ____________ per hour
State Local

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: ______Yes ______No

Junior College: __________ ______________________________
Program Name of Nearest College with Program

Four-Year College: ______________________________
Name of Nearest College with Program

Apprentice Program: ______________________________
Name and Address of Local Joint Apprentice Committee

BUILDING CONSTRUCTION TRADES

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After studying "Building Construction Trades" the students will be able to recognize that: 1. There are numerous occupational jobs in that field. 2. Many career opportunities emerge from construction trades. 3. There is a demand for such skilled laborers such as: A. Bricklayers B. Electricians C. Engineers D. Plumbers E. Painters F. Carpenters etc. SPECIFIC: After viewing the filmstrip SS-135 "How We Get Our Homes" and conducting a discussion with the vocabulary focused on Home Building the students will be able to list a minimum of 5 jobs, careers, opportunities, or professions in which he sees the need of pre-preparation in the grades. The student will also be able to check the Post-Assessment Test making not more than 5 mistakes.	Prior to initiation of instruction, the preassessment test should be distributed in advance to determine how much the students already know and understand. Initiate discussion on Building and Construction and provide investigation into construction of surrounding buildings or the school plant itself. Show filmstrip and caution students to observe certain aspects which are important in construction. Provide discussion and definition of terms of preassessment test.* Discuss and handle materials provided for instructional purposes and set up a display table. Discuss and study floor plans and blueprints. Discuss and review newspaper want ads. Allow for review of lesson and questions and answers from the students. Post Assessment Test** Each student will list five jobs, careers, or professions in which he foresees a need for pre-preparation in the grades. Enrichment Activity: A model Pre-Fab house can be constructed using precut cardboard for the walls and roof, held together with pins, small nails, or glue. The selection of color, style, and interior decorating can be done by the girls.	FILMSTRIP: P.S.J.A. MEDIA CENTER: SS-135 "How We Get Our Homes" SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Newspaper want ads checked for job opportunities in construction and for skilled laborers. Magazines: House Beautiful American Home Redbook MATERIALS TO BE USED Cut-outs of various home styles, floor plans, blueprints, building materials etc. Samples of wall paper, carpeting, lumber, brick, asbestos, wiring, pipe fittings, nails, bolts, screens, etc. Charts of pre-assessment words displayed at least one day prior to instruction. Pre and Post Assessment Word Lists. FIELD TRIP: A field trip to see houses in the neighborhood being constructed can be taken.

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES

* PRE-ASSESSMENT TEST

A suggested word list given to determine the pupil's understanding of Building Construction.

TEST

Check each word which you might expect to hear if you were talking to a contractor building a house.

___cement
___tile
___nails
___ticket
___foreman
___horizontal
___level
___saw
___blueprint
___two-by-four
___asbestos
___roof
___plumb-line
___sill
___window-pane
___insulation
___hinges
___gravel
___grab
___popular
___hammer
___lime
___basement
___attic
___plasterer
___decorator
___king
___T-joint
___square
___veteran
___vein
___stock
___straight
___vertical
___angle
___strap
___shiplap
___masonite
___drafting
___engineer
___meter box
___alcove
___plans
___joist
___plumber
___carpenter
___architect
___interior
___painter
___ventilation
___rafter

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	** POST-ASSESSMENT TEST The pupils will list five jobs, careers, and/or professions in which he sees the need of pre-preparation in the grades.	

BRICKLAYER

They call me "Brick". As you guessed, I have red hair. That isn't the only reason why I have a nickname. I'm a bricklayer.

I chose to be a bricklayer because my father and grandfather were bricklayers before me. I'm proud of my trade and its history. Bricklaying dates back to the time when the palaces of Egyptian pharaohs were built thousands of years ago. Today we lay bricks in much the same way as workers did then.

Most people don't learn a trade from their fathers anymore. In fact, the fellows that work with me learned bricklaying in high school, trade school, or through an apprenticeship program such as the one I completed a couple of years ago. I went to trade school evenings to take blueprint reading, estimating, and other related subjects. I'm planning to take some more courses in business so I can start my own business as a contractor some day. I'll continue to lay brick myself and I'll have a crew working with me. Maybe you can go to work for me as a bricklayer in a few years.

If you're interested in becoming a bricklayer, you should have good eyesight and good manual dexterity (that means good use of your hands, arms, and body). You'll have to be able to judge a straight line and be careful in your work. You will also have to work safely in high places.

Stacking up brick isn't the only thing we do as bricklayers. We read many blueprints, lay out lines to keep the brick straight, and work with many other materials such as concrete block, tile, stone, and marble.

The pay is real good. My hourly wage is $4.46. That's the average for union bricklayers, but usually it is lower (about $3.50 to $4.00) in the South. One thing to remember is that yearly earnings are sometimes lowered by loss of work time during bad weather or by time off between jobs.

Think it over. You might have a fine career as a bricklayer. The opportunities are available as construction keeps growing in our states.

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour ________ per hour
State Local

Preparation:

High School Subjects: ____________ ______________ _____________

____________ ______________ _____________

Private Schools: _____Yes _____No

Junior College: ________ ________________________________
Program Name of Nearest College with Program

Four-Year College: ______________________________
Name of Nearest College with Program

Apprentice Program: ____________________________________
Name and Address of Local Joint Apprentice Committee

"Call me Joe. I am one of the fellows that are helping build the shopping center down the street. I have a good job. I am a construction worker.

"There are a lot of job openings in the state of Texas for construction workers. Why, my company alone needs at least a dozen more dependable workers. That's why my boss wanted me to tell you about my job.

"The thing I like best about my job is that I am working outside most of the time. Sometimes the weather is bad, but I enjoy being outside during different seasons of the year.

"I do a lot of different things on my job too. This makes my work interesting. I help several of the journeymen that are the skilled workers like carpenters, electricians, and brickmasons. Sometimes I have to keep them supplied with materials. Other times I am loading or unloading materials, working with tools and equipment, or operating machinery.

"A construction worker has to be strong and healthy and must be able to do heavy work. I do a lot of lifting, carrying, pushing, pulling, bending, and walking. Sometimes it can be dangerous, but I am careful and I obey the safety rules. You noticed my boots with steel toes and my 'hard hat.' I have shatterproof goggles here in my pocket that I wear to protect my eyes. A sense of balance and the ability to work high above the ground are needed on some jobs.

"I usually work 40 hours a week but sometimes we work overtime to finish up a job or make up time lost because of the weather. The pay is good, too. I have been with this company a few months and I make $3.05 an hour. I think the average wage for construction workers who are union men is a little better than $3.20 an hour.

"Soon I am getting a chance to sign on as an apprentice in the work I like best. I will get paid for working while I learn. When I finish the apprenticeship, I will be paid as a journeyman. I think it's a good deal!

"My boss needs new men, especially men new with education and training. If you think you would like this kind of work, maybe you need to enroll in a Trade and Industrial program at your high school next year. When you graduate and do go to see my boss about a job, tell him Joe sent you. O.K.?"

The following information to be completed by local teacher or counselor.

Wage Scale: __________ per hour __________ per hour
State Local

Preparation:
High School Subjects: ______________ ______________ ______________
______________ ______________ ______________

Private Schools: __________ Yes __________ No

Junior College: __________ ____________________
Program Name of Nearest College with Program

Four-Year College: ____________________
Name of Nearest College with Program

Apprentice Program: ____________________
Name and Address of Local Joint Apprentice Committee

COSMETOLOGIST

SERVICE OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to appreciate the knowledge and manual dexterity involved in performing the duties of beauty services. SPECIFIC: After reading the available materials the student will be able to list at least 5 specialty areas for cosmetologists. After a professional demonstration the students will be able to name 3 causes of scalp diseases and their remedies. After preparing their own skit, the students will be able to creatively dramatize it's presentation to other members of the class.	Classroom instruction may begin with a question, "What is a cosmetologist?" A deriviation of the term may be given. Also, on the chalkboard, students can write 1. Beauty operator 2. Hairdresser 3. Beautician Explanation may be offerred that these terms are synonymous with cosmetologists. Students will be asked to name the phases or specialists in this area and to write them on the board. Example: 1. Manicurist 2. Tint specialist 3. Hair stylist 4. Scalp and facial treatments 5. Wig stylist A brief discussion of each may be given by students who volunteer or by the teacher. If a resource speaker is present he may also include a demonstration. It is advisable to touch on the scalp conditions and treatments and provide a demonstration on scalp and facial treatments. Students particularly interested may be referred to available reading materials or easily a accessible professional magazines. Culminating activity: The class may summerize the contents of the day's lesson.	BACKGROUND INFORMATION Encyclopedias Professional magazines RESOURCE PERSON A person licensed in this area may be found locally or by contacting a local Beauty College. FIELD TRIP A field trip to San Juan Beauty College may be arranged. *The use of the resource person is left to the teacher's discretion. He may be included or left out of the activities.

COSMETOLOGIST Cont'd

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Follow-up: A field trip to San Juan Beauty College would offer vicarious experience. The students could also create a skit dramatizing how to give a scalp and facial treatment or any other activity of a cosmetologist.	

DIETITIAN

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to understand and apply his knowledge when discussing the duties and responsibilities of a dietitian.	Have a guest speaker from school Food Services, local cafeterias, or hospitals who hire a dietitian for their food planning. Ask the speaker to cover his/her duties and responsibilities, how decisions are made, and how they determine if a meal is well-balanced.	RESOURCE SPEAKER: Mrs. Parks, Food Services Director, has made her services available to school classes in P.S.J.A. (approx. 20-30 min.)
SPECIFIC: The student will be able to list 5 reasons why food planning is necessary when feeding many people or people with special diets.	Allow a question and answer session. (Session may be motivated by teacher if students are withdrawn.) Have a discussion period and name at least 5 good reasons why food planning is necessary. Exchange ideas, teacher may add his/her own.	*Additional Reading material is available in the Occupational Outlook Handbook, available through the Occupational Orientation staff.
The students will be able to list the foods necessary in preparing one balanced meal for a healthy person and discuss it with members of the class and teacher subject to their contributions and/or needed changes in planning the meal.	The class will write up and plan one well-balanced meal, present it to the class and allow changes or contributions if lacking. The class will collect pictures from magazines of balanced meals and make a drawing of one meal to be placed on the bulletin board. Culminating activity: A field trip to a cafeteria may be made where meals are planned and menus prepared.	

DOCTOR (M.D.)

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to recognize that to become a doctor, preparation time is lengthy, requirements are rigid, cost is high, and licensing examinations are required. SPECIFIC: After reading and investigating, interested students will be able to list and discuss the minimum educational requirements for becoming a doctor. After a class discussion the students will be able to list and discuss at least 6 of a doctor's daily activities. After simulating a role-playing skit on a doctor's routine, the students will be able to list and discuss (in order) the sequence of events as they occurred in a doctor's day from the time he awakes to 10:00 A.M. (Any designated amount of time can be selected.)	Class initiation may begin by asking, "What is a doctor?" The students will offer their definitions orally to the class. Introduction to the films may be begun by a discussion on the medical profession. The class will then see the film (s). After viewing the film (s) a brief discussion of the following will take place. 1. Educational preparation of doctors. (Discuss) 2. Advantages and satisfactions. (List on board) 3. Daily activities of a doctor. (List and Discuss) Students interested in becoming members of a specialized field in medicine must do further research and investigation. (Teacher assistance is encouraged.) With some volunteer work role-playing can be provided. Some students can act as doctors, assistants, anasthesiologists, nurses, orderlies, and patients and a simulated skit presented. Other students may act as audience, give suggestions or help in preparation of the skit. Act the skit out as if it were a real life situation.	BACKGROUND INFORMATION Library books Encyclopedias FILMS: P.S.J.A. MEDIA CENTER "The Doctor" (374) B/W 11 min. P-I T.E.C. (film) "Careers in Health Occupations" Color 11 minutes. SKIT: Self-made from class activitie PAMPHLETS & CHARTS Health Service Occupations Texas Employment Office McAllen, Texas

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Follow-up: Further research and investigation by interested students is recommended. *If students are interested in becoming members of a specialized field in medicine, research and investigation is necessary.	

DRAFTSMAN

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIAL & RESOURCES
GENERAL: After the termination of the lesson the student will be able to appreciate the skills and abilities needed in the drafting occupation. SPECIFIC: The student will be able to state the function of the draftsman. The student will be able to locate in the dictionary and learn the definitions of the following words: Compass Divider Scales Protractors Triangles T-square (list to be continued by the teacher)	After an introduction the class will be told to write down the new words related to drafting that may come up during the film. The class will then see the film. After the film the class will discuss the film and the teacher will write the new words on the chalkboard that the students will mention. The class will then read and discuss "Draftsman". It is hoped that some of the new words will be understood through context clues in the "Draftsman". The class will then look up the remaining new words in the dictionary and write down the definitions to be learned. Enrichment: The class will make a drawing of their classroom showing as much detail as they can. These drawings can then be displayed on the bulletin board. Evaluation: 1. What is the function of a draftsman? 2. List the qualifications of the drafting occupation. 3. Define: 1. Compass 2. Divider 3. Scales 4. Protractor 5. Triangle 6. T-square	BACKGROUND INFORMATION *Occupational Outlook Handbook* Encyclopedia FILMS Region I "Essentials of Drafting" MP1126 Col. 23 min. Sr. "Occupations and Opportunities-Drafting" MP1092 Col, 13 m J-S T.E.C. "Drafting" 7 min. 23 sec. Col.

DRAFTSMAN

Tim was looking through the newspaper one evening. As he turned to the classified pages, an employment advertisement caught his eye. It read like this:

> DRAFTSMAN - Sharp young man with drafting experience and training. Excellent growth opportunity. Company will pay half on furthering education. $450-$550. Call 273-8641.

Tim read the ad twice--then thought to himself. "Say, this sounds like something for me." He knew that Mr. Abrams, his drafting teacher at Central High, would help him check the reputation of the company offering the job.

Tim didn't have enough money to go away to college. Since his father died, he had been helping his mother by working part-time at the grocery store. It wasn't just the money problem. Tim had thought about his future quite often and he had decided that he would be happier if he could get technical or on-the-job training.

He was a fine student draftsman and made good grades in math also. He wasn't sure just what he wanted to do but he had considered becoming a draftsman. However, he didn't know where to go for training. Therefore, when he saw the ad in the newspaper, it drew his attention.

"The ad states . . . With experience and training . . . " he thought. "I wonder if my two years in high school drafting will be enough?"

He decided to call for an appointment for an interview. The pleasant voice that answered his call connected him with Mr. Landy, the personnel director of Redco Construction and Real Estate Company. After hearing Tim's explanation of his school training and his reasons for calling, Mr. Landy told Tim to come for an interview the next day.

Tim awoke the next morning looking forward to his interview. Later, as he dressed, he tried to remember some of the things he had learned about an interview back in the ninth grade when he was taking Introduction to Vocations. "I remember I played the part of the personnel man in a skit one day," he thought. "Well, today I'll be on the other side of the desk. Mmmm . . . sure glad we practiced for an interview. Now, I know what to expect."

During the actual interview, Mr. Landy was impressed with Tim's sincerity, his neat and courteous manner, and his school record. He hired Tim and told him he would begin at $450 per month. He would receive one week's paid vacation, several paid holidays, and hospitalization and insurance paid for by the company.

The biggest benefit or extra was that the company would help pay his expenses and would buy his drafting equipment if he would take the drafting courses offered by a nearby technical institute.

Meanwhile, as he gained skill and experience, he would take on more responsibility on the job as a junior draftsman or draftsman.

Also, his pay and vacation would be increased. He could expect to be making well over $500 a month when he gained experience.

Tim learned that his better-than-average grades in math, physical science, and vocational courses helped him get the job. These courses are of real value to a draftsman. He often must translate measurements, specifications, ideas, and rough sketches of engineers, architects, or designers into working plans. Draftsmen use compasses, dividers, scales, protractors, triangles, drafting and printing machines, and many other instruments in making their drawings.

Tim was going to become a draftsman for a construction firm. Manufacturing industries that make such things as machinery, electrical equipment, fabricated metal products, and transportation equipment need draftsmen. Also, engineering and architectural consulting firms and public utilities are looking for qualified draftsmen. Federal, state, and local governments also hire draftsmen for highway and public works facilities.

If you think you would like to be a draftsman someday, you should try to become as well qualified as Tim was when he graduated. Talk to a draftsman, visit a company that hires draftsmen, or sit in on a high school drafting class to see what you think about drafting. Keep up the good grades also--especially in physical science and math.

Talk to Tim. He'll tell you what it's like.

The following information to be completed by local teacher or counselor.

Wage Scale: __________ per hour (State) __________ per hour (Local)

Preparation:

High School Subjects: __________ __________ __________

__________ __________ __________

Private Schools: ______ Yes ______ No

Junior College: __________ (Program) __________ (Name of Nearest College with Program)

Four-Year College: __________ (Name of Nearest College with Program)

Apprentice Program: __________ (Name and Address of Local Joint Apprentice Committee)

ELECTRICIAN; APPRENTICE OR HELPER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to recognize and comprehend the need for experts in this field.	The teacher may start the lesson with the question "What is an electrician?"	If a resource speaker in this area is wanted in addition to the activities listed, contact your local CP&L Office. (The Pharr CP&L has offered their services.)
SPECIFIC: The students will list 5 reasons why an electrician is in demand in his community.	Pupils will raise their hands or offer a definition. After pupils try of define term, make necessary additions or corrections.	
The students will be able to list and define the words: Electrician Apprentice Helper Residential Commercial Industrial Appliance Serviceman	Ask "How many types of electricians can you name?" Pupils may name a few types. The teacher may add a few types and go on to explain what an apprentice is, (On the job training and learning the trade.) and what a helper does (perform manual tasks and keeps equipment and supplies in order).	*Additional information is found in the Occupational Outlook Handbook and the Job Guide for Young Workers, both references at your disposal at Buell Annex.
	The teacher may then explain that an electricians may be diversified and may cover several areas in the field; such as: Residential wiring Commercial wiring Industrial wiring contractor, or Electrical Appliance Serviceman	
	The teacher will then explain what each type of electrician does and will give examples of each so that the pupils will understand the duties of each.	
	The students will be given the characteristics of this occupation and some of the qualifications. (Additional information may be found in the Job Guide for Young Workers and/or the Occupational Outlook Handbook.)	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	As a culminating activity, the pupils will write on paper: 1. Five reasons why electricians are needed within a community. 2. List and give definitions for the 7 terms listed as objectives for the lesson.	

ELECTRICIAN

Many electricians are needed to fill job openings.

I'm interested in these openings because I'm a building contractor and I hire electricians to work for me. Right now I could use another whole crew of electricians to work on a downtown skyscraper my company is building. I just can't get good electricians to do the work on the many houses and buildings my company builds.

Most of the electricians I know like their work and get paid well too. The wages run from around $4.00 or more an hour. Sometimes they have to be out in the heat or cold, but many fellows like to work both indoors and outdoors.

An electrician usually buys his own set of hand tools which costs about $100. I supply the bigger, heavier tools. He has to be good at using these tools to install electrical circuits in the framework of our new buildings. He has to read blueprints and follow instructions carefully.

There is some danger of electrical shock so he must obey all safety rules to keep from injuring himself or others. He also has to be careful while climbing ladders, walking on scaffolding, and using his tools. An electrician often gets dirty while working on the construction site. He has to work in cramped or noisy places.

An electrician should have good vision because wiring is color-coded. He should be able to use his hands and fingers easily and be alert. Electricians must know and follow national, State, county, and local codes and requirements. He is usually tested on his knowledge when he takes tests to obtain his electrician's license.

New fields of electricity and electronics, as well as booming construction, offer many jobs for young people who desire a future in electricity.

I have the jobs waiting. So do my other contractor friends throughout the country. Many jobs for electricians are also available at plants and factories. We all depend on electricity more and more each day in our homes, industries, and businesses.

Now we need some dependable electricians. I'd like to hire you when you graduate from high school.

Take some shop or trade courses to help you when you become an electrician. Math, science, and blueprint reading or drafting, as well as your other courses, are valuable too.

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour ________ per hour
State Local

Preparation:

High School Subjects: ________ ________ ________

________ ________ ________

Private Schools: ____Yes ____No

Junior College: ________ ________
Program Name of Nearest College with Program

Four-Year College: ________
Name of Nearest College with Program

Apprentice Program: ________
Name and Address of Local Joint Apprentice Committee

FARMING AND RELATED OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: Through the activities provided each student will be able to gain knowledge and understanding of farms and farming.	Point out or discuss that farming is one of man's oldest and most important occupations. On the chalkboard list reasons given by students why they think farming is important to all of us.	FILMS: T.E.C. "The Fruits of Our Labor" 28 min. Col. P.S.J.A. MEDIA CENTER "How We Get Our Foods" SS-134
SPECIFIC: The students will be able to list a minimum of 3 reasons as to why we need farming.	Discuss methods in which farmers and related workers work with the soil, sunlight, and water in order to raise crops and livestock.	SOURCES FROM WHICH YOU MAY OBTAIN AIDS: 1. Materials from County Agent's Office 2. Encyclopedias 3. Agricultural Colleges
The student will be able to list at least 4 dangers a farmer is always confronted with. 1. Floods 2. Drought 3. Disease 4. Pests 5. Labor shortage etc.	Point out that farmers must cope with floods as well as droughts, diseases that kill crops and pests that may damage crops. Samples of soil may be brought into the classroom and a garden begun by planting seeds and caring for the soil. Bulletin boards and posters may be set up.	RESOURCE PERSONS: A farmer or the Vocational Agricultural teacher may be asked to speak to the class. FIELD TRIP: A field trip to a farm may be taken. (In many instances students in class live in a farm and may invite the class to visit.)
After discussion and selection of topics on Farming and Related Occupations the student will be able to list 5 out of 10 occupations discussed and write a brief description of each.	Themes on Farming and Related Occupations may be written. Give examples of related fields: 1. Farmer 2. Ag. teacher 3. County agent 4. Farm engineer 5. Meat industry 6. Farm Machinery 7. Agricultural Journalist 8. Soil conservationist 9. Veterinarian etc. Construct farm implements or models of a farm or a ranch and set it up on a display table.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Bring current event topics related to Farming and Related Occupations and discuss them in class. A county fair may be set up in a corner using pictures, models of crops, and machinery. Conduct a class discussion on different diseases of plants and animals and their causes. Enrichment activities: Films, guest speakers or field trips may be provided to retain interest and motivation.	

FASHION DESIGNER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After the lesson is terminated the student will have developed an appreciation for the skills and abilities required of a fashion designer.	The lesson may be started with a few comments on the fashion design industry. Do research to show that boys are considered the best designers and are usually the best paid but that this is an open field for everyone.	BACKGROUND INFORMATION *Occupational Outlook Handbook*
SPECIFIC: The student will be able to identify the different types of materials used by fashion designers.	Have a discussion on the materials which are often used. (Have some rayon, cotton, nylon, and other types of material swatches which can be seen and handled by the students.) The discussion may range from clothes to home decoration.	MATERIALS Cotton material Rayon material Nylon material etc. (most stores will furnish small pieces of materials FREE)
The student will be able to design and color a shirt and tie, suit, or pant suit.	Have the class design and color a shirt and tie, dress, suit, or pant suit. Encourage originality and individuality.	EQUIPMENT Bulletin board
	The students' creations may then be displayed on the bulletin board.	Boy and girl doll
	The class may then pick a judging committee to judge the students' designs and award the winner a small token.	
	Field trip: A field trip to Hagger Slacks in Edinburg or to Dickie's in McAllen may be arranged.	
	Enrichment Activity: (1) Find the 10 best dressed people in school. (2) Dress a boy and a girl doll; then have a critique with the rest of the class on the dolls' clothes.	

FOOD SERVICES
WAITER, WAITRESS, & RESTAURANT OPERATOR

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to recognize and use correct speech, manners, friendliness, and courteousness in dealing with customers.	Open class discussion with an introduction to "Food Services", their importance, and by naming as many occupations as possible in this field.	FILMSTRIPS P.S.J.A. MEDIA CENTER
SPECIFIC: After viewing the filmstrip on "The Waitress" the students will be able to list and discuss in class at least 4 characteristics needed for being a good waitress.	Show appropriate filmstrips to lesson, followed by a discussion on the importance and contributions of the filmstrip to the class. Collect cut-outs on waiters, waitresses, chefs, etc. Discuss courtesies and interests needed on the job.	G-17 Occupational Education (#3) "The Waitress" G-16 Manners Make A Difference (#2) "Table Manners" SKIT: Self-made "Duties of a Waitress"
After performing the suggested activities the students will be able to list on the chalkboard and discuss in sequence a minimum of 7 duties performed by waiters or waitresses.	The class will then list and discuss the duties and responsibilities of a good waitress (in sequence). Ex. 1. Greet customers, bring water and menu. 2. Take order 3. Bring utensils and napkin 4. Bring salad (if applicable) 5. Bring main dish and beverage 6. Check back on customer, see if anything else is needed. 7. Bring the bill, thank the customer. 8. Clear, clean, and re-arrange the table and chairs.	MATERIALS NEEDED FOR SKIT 1. Table and chairs 2. Uniforms (can be made from paper) 3. Cups, plates, and napkins 4. Spoon, knife, fork, and salad fork 5. Cooking ingredients pan and portable oven. 6. Ticket blanks
After listening to the teacher's instruction and viewing the available A-V materials the students will be able to creatively dramatize a skit showing: 1. Usage of correct manners. 2. Courteousness 3. Friendliness 4. Correct Table Setting Arrangements	Have a restaurant owner talk to the class and demonstrate the correct way to set a table and how to take an order. A County Health Nurse can speak on the requirements for a Food Worker.	RESOURCE PERSONS Restaurant owner County Health Nurse SOURCES FROM WHICH YOU MAY OBTAIN AIDS Magazines- cut-outs of different people at work (Food Services)

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Work up a skit as follows: Have two students be customers and one be a head waiter who directs the customers to his table. The waitress then takes the order (chocolate and toast). The waitress then takes the order to the chef who prepares the hot chocolate and toast. The waitress then serves the customers correctly. (customers leave a tip) Follow-up: Construct a chart (class participation) on good manners (courtesy and friendliness).	

WAITER OR WAITRESS

Marcia Sloan is a waitress at the Regal Restaurant. She has been working there for about four years. She likes her job and is well satisfied with the pay. Marcia enjoys working with people and feels a sense of accomplishment when she serves customers well.

Marcia first began working as a waitress when she was in high school. She got a part-time job working evenings and Saturdays at a neighborhood pizza parlor. She learned how to prepare tables, take orders, and serve informal meals. She also cleaned up tables since the small pizza parlor did not have busboys. On occasion, she operated the cash register or did other small jobs that were necessary. For her work Marcia received 65¢ an hour plus tips. Her tips usually more than doubled her hourly wage so she averaged over thirty dollars a week for her twenty-four hour's work. She also received her meals free while at work, but she did provide her own uniforms.

After graduation, Marcia decided to apply for a job at some of the finer restaurants in the city. She knew she would have much to learn as she continued her career as a waitress. Marcia had several things in her favor that helped her become hired at the Regal Restaurant. She had some experience as a waitress and a good recommendation from her former employer. She was neat and well-groomed and had a pleasant disposition. She was a high school graduate and she had taken several vocational home economics courses which would be useful to her as a waitress. She had also expressed a liking for her former job, a desire to work with people, and a willingness to learn new things.

As you can guess, Marcia did very well in her on-the-job training at the Regal. She didn't seem to get frustrated under pressure during the busy dinner hours. She tried to be pleasant to people of all different personalities and didn't lose her temper when things went wrong. She learned mealtime etiquette, how to prepare tables, and how to serve formal meals. She worked hard to be friendly and to learn all her customer's preferences. Her hard work pays off in good tips from satisfied customers. Her tips account for about two-thirds of her income, but with her tips she gets paid well. Also, her meals and attractive uniforms are furnished by the restaurant.

There are some disadvantages to her job or that of any waiter or waitress. Standing up for long periods of time and constantly moving, bending, and carrying can be very tiring. There is some danger of injury from burns, cuts, or falls on slippery floors. Sometimes customers are unreasonable and can't seem to be pleased. At times the pressure for service at meal hours can be rather hectic. Also, the hours worked may sometimes be split shifts or on weekends. Of course, many like Marcia, feel that the variety of new experiences, the different people, and the satisfaction of being a member of a smooth running team of chefs, cooks, waitresses, waiters, busboys, cashiers, and management make up for the disadvantages.

Advancement to head waiter or waitress, cashier, or dining room supervisor is possible for the person with experience and ability. Community colleges and technical institutes may offer courses in food preparation or service. Restaurant management should take some special training.

If you are interested, you'll find that there are many jobs for waiters, waitresses, and other food service workers. Newspaper ads, employment agencies, and the State Employment Commission offices have many openings listed.

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour ________ per hour
State Local

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: ____Yes ____No

Junior College: ____________ ______________________
Program Name of Nearest College with Program

Four-Year College: ______________________
Name of Nearest College with Program

Apprentice Program: ______________________
Name and Address of Local Joint Apprentice Committee

GROCERY STORE CASHIER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand what the attributes and duties of an efficient grocery store cashier are. SPECIFIC: After role-playing experiences the students will be able to practice and expand the development of basic social skills necessary for oral language development. After performing the suggested classroom activities and simulating the functions of a cashier the students will be able to tabulate the totals of various items and practice arithmetical skills. After viewing the filmstrip the students will be able to list and understand the duties of at least 4 grocery store employees, to include the job of cashier.	The teacher will introduce the lesson by speaking about Grocery Store employees and asking students to list on the board as many jobs found in the grocery store as they can think of. Ex. 1. Owner or manager 2. Cashier or checker 3. Sacker 4. Stock clerk 5. Produce man 6. Carry-out or delivery man 7. Butcher The class will then elaborate and discuss the duties of a cashier. The class will then see the filmstrip or films on "Grocer" or "The Food Store". The class will be divided into groups. The groups will be given a set of questions on the film or filmstrip to discuss and answer within their groups. SKIT: The groups may present a game called "The Grocery Store Game". Some may act as cashiers and others as customers. After the role-playing activities a discussion of advantages and disadvantages may be presented and written on the chalkboard for comparison.	FILMS: P.S.J.A. MEDIA CENTER: "Food Store" (379) B/W 13 min. P REGION I "Food Store, The" (2nd. Ed.) MP0739 13 min. Col. P FILMSTRIPS: P.S.J.A MEDIA CENTER: SS-126 Community Helpers Series Set I # 2 "Grocer" RESOURCE PERSON: A local grocer or chain store cashier may be easily obtained as a speaker. SKIT: Self-made from class activities MATERIALS: Priced food containers Toy cash register or Adding machine Play money Small shopping list Prices for cashier's use when necessary

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Also a discussion on preparation, skills, and attributes of a good cashier is essential. Culminating Activity: The students will write a composition on: "Why I Would or Would Not Like to Work as a Cashier".	

INTERIOR DESIGNER AND DECORATOR

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to recognize and appreciate the talent and creativeness needed by designers and decorators to enhance the attractiveness of homes and office buildings.	Since A-V films, filmstrips or tapes are not available, it may be necessary to bring in a person engaged in this profession. If these media are not within reach, the teacher may choose to cover the instruction from his own experience or find some information from the encyclopedia to learn or gain some knowledge.	BACKGROUND INFORMATION Occupational Outlook Handbook Encyclopedia NOTEBOOK OR SCRAPBOOK Magazine cut-outs Magazines to use: McCall's American Homes Red Book etc.
SPECIFIC: After reading the available materials and/or visiting display windows on stores, the students will be able to become more discriminant when selecting fabrics, colors, and styles, and will be able to select according to things which add attractiveness to their choices.	Instruction may begin by asking a question, "What is an interior designer and decorator?" If pupil response is either incorrect or incomplete, make corrections or additions to clarify the misunderstanding. Elaborate and/or conduct a question and answer session to satisfy the pupil's questions and to inform the pupils as to the duties of a person engaged in this occupation, what the occupation is, and why this is an important occupation.	RESOURCE PERSON By contacting the High School Vocational Building help may be obtained either to furnish materials, or find a resource person. (Homemaking Department)
The students will be able to list at least 4 materials with which a designer or decorator works with and how each is necessary to his job.	Magazine cut-outs may be made into a poster or a bulletin board display. An exhibit of wallpaper scraps, tile bits and pieces, cloth and carpet remnants etc. may be displayed on a display table.	
The students will be able to list and discuss the duties of members of 3 occupations closely related to the duties of an interior designer and decorator.	Using the chalkboard, the students will list some occupations involved in building and designing the interior of a home or office. Examples: 1. Wallpaper hanger 2. Painter	

INTERIOR DESIGNER AND DECORATOR Cont'd.

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	3. Carpenter 4. Carpet layer 5. Tile man 6. Interior designer 7. Decorator The characteristics and duties of each of the above occupations will be offered by the students with teacher assistance, if necessary. Have students simulate the interior designing of their own future homes. Explain why they chose the fabrics, colors, and styles. Try to visit a well arranged furniture store where displays are arranged as room settings.	

LAWYER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to understand the duties and responsibilities of members of the legal profession to his clients.	Instruction may begin by asking the class "What is a lawyer?" Accept a few responses and ask "Do you know of anyone who is a lawyer?" If so, "Whom?" "Are you related?" Before initiating discussion answer the above mentioned questions.	BACKGROUND MATERIAL Information on law schools and as a career is available from: The American Bar Association 1155 East 60th. Street, Chicago, Ill. Association of American Law Schools 1521 New Hampshire Avenue N.W., Washington, D.C. 20036
SPECIFIC: The student will be able to expand his understanding as to the services provided by lawyers.	Motivate students and explain the need for most people to seek legal advice at some time or another.	
The student will be able to name at least 3 of the specialized lawyers in addition to those in general practice.	Discuss that some lawyers are engaged in general practice and others specialize as: 1. Corporation lawyers 2. Criminal lawyers 3. Labor lawyers 4. Patent lawyers 5. Real estate lawyers 6. Tax lawyers 7. International law lawyers Elaborate and explain that some lawyers never appear in court but do investigative and other legal work in preparation for trials. Still others are engaged in teaching, research or writing.	*Additional reading material is found in The Occupational Outlook Handbook and your school encyclopedias.
The student will be able to state and discuss 4 reasons why people need to hire lawyers.	A general class discussion and dialogue session may be held. The students and teacher may list on the chalkboard reasons why lawyers are needed. Examples: 1. Draw up wills 2. Make court settlements 3. Divorces 4. Make contracts 5. Draw up trusts 6. Draw up mortgages	

LAWYER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Explain why a lawyer is usually hired instead of any other professional. Culminating activity: Class members may want to write for materials, collect materials from newspapers (court settlements) and magazines (pictures) or present a skit to the class or school.	

PHARMACIST

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will develop a basic background on the pharmacy profession and will be able to see the profession in its proper perspective. SPECIFIC: The student will be able to list 4 qualifications for pharmacy. The student will be able to list 3 duties of the pharmacist. The student will be able to give his reasons for liking or disliking pharmacy as an occupation. Note: Pharmacy is often used as a stepping stone by people striving to become doctors.	After an introduction to pharmacy the lesson may be started by having students try to determine what the duties of a pharmacist are by having students list their own opinions on the chalkboard. The teacher may assist individuals if necessary. The same procedure will be used while working on the qualifications and qualities needed in a pharmacist. The students will then discuss pharmacy as a profession. They may start their discussion by relating their own personal experiences with pharmacists. (even an ordinary trip to the drugstore) If the students are hesitant the teacher may motivate the discussion by asking questions until the discussion is carried by the students. The students will make posters using magazine or hand drawn pictures showing pharmacists performing as many duties written on the chalkboard as possible. The students will also write captions and articles for each picture. The students will write a paper on their opinions on pharmacy as a profession. In it they will include the duties of the pharmacist that they like and the ones that they do not like. They will also list the qualifications of the pharmacist and why they think these qualifications are necessary for a pharmacist.	BACKGROUND INFORMATION Occupational Outlook Handbook Encyclopedia Professional magazines

POLICEMAN - POLICE OFFICER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand that the policeman is a friend and a servant of the community and will learn to appreciate the services rendered by police officers.	After a brief introduction into the Service Occupations and into Community Helpers the teacher may provide either a resource person or a film for use in conjunction with their daily lesson.	FILMS REGION I "The Policeman: (3rd Ed.) Col. 16 min. (P-I) MP01888 "Policeman-Day and Night" Col. 11 min. (I) MP1194
	After viewing the film or hearing a speaker time is allowed for discussion on questions about this service occupation. (teacher motivation may be helpful for initiating dialogue)	P.S.J.A. MEDIA CENTER
SPECIFIC: The students will extend their knowledge as to the many services provided by police officers.	The chalkboard can be used to list as many duties of a police officer as students can name with a brief discussion of each.	"The Policeman" Col. 11 min. P-I #189 RESOURCE PERSONNEL
The students will be able to list and discuss 5 duties of a local policeman.	Differentiate between a local police officer and a state police officer. (discuss)	A local police chief may be contacted from local police departments or the County Sheriff may be able to help or find help. Information about the state police may be obtained by calling the Texas Department of Public Safety at the County Courthouse in Edinburg.
The students will be able to differentiate between a local police officer and a state police officer and compare the duties of each (teacher, film or resource person may assist).	Follow-up: Pupils may be encouraged to read newspapers and find articles in which the services of police officers were sought. These may be discussed in class or placed on the news corner to be shared by all.	

REGISTERED NURSE

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will develop an appreciation for the services provided by nurses and a basic understanding of the qualities needed for a nursing career. SPECIFIC: The student will be able to list 5 duties of nursing. The student will be able to list 4 requirements of the nursing profession. The student will be able to explain why a nurse needs the personal requirements that she does.	After an introduction the class will see the film. After viewing the film the students will write on the chalkboard what they think the requirements for nursing are. During the discussion the students will be given the requirements that they might have left out. The students will then write on the chalkboard what they think a nurse's duties are. After writing the duties for nurses they will disucss the duties of nursing personnel with the teacher bringing out the duties that they might have left out. The students will then justify each of the personal requirements needed in nursing. Resource Person: A nurse may be invited to come and talk to the class on the qualifications and qualities needed in a person interested in nursing. She may also help students plan their preparation. Enrichment: Students may compile a scrapbook on nursing by using pictures of nurses performing their duties. Captions or descriptive passages may be created by the students.	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers Texas Committee on Careers in Nursing 434 S. Main Ave. Suite 205 San Antonio, Texas 78206 FILMS P.S.J.A. Media Center SS-143 School Helpers #5 "The School Nurse" Resource Person School Nurse

SALES PERSON

CLERICAL AND RELATED OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to better evaluate the roles of people who are involved in the various sales related occupations. SPECIFIC: The student will be able to list and define at least 3 types of sales people. The student will be able to retell their own understanding of the film or skit. The students will be able to creatively dramatize the presentation of the skit.	Class instruction may begin by asking, "How many different kinds of sales people can you name?" Using the chalkboard, 7 students will list one sales occupation each. Some examples are: 1. Auto parts salesman 2. Automobile salesman 3. Insurance salesman 4. Manufacturers salesman 5. Retail Trade salesman 6. Wholesale trade salesman The characteristics and definition of the above occupations will be offered by the students with teacher assistance if needed. At this time an introduction to the film on sales and merchandising may be given or preference in using the skit may be selected. Either the film is viewed by the students or a mimeographed copy of the skit is handed out to be read and for the students to express their comments or reactions to a salesman's day. If a film was preferred, time is allowed for an exchange of ideas on what was learned from the film.	FILMS: T.E.C. FILM: "Opportunities in Sales and Merchandising" 12 min. Color Skit: "A Salesman"

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Culminating activity: The teacher may select students (volunteers preferred) to begin a review of the main points covered in the lesson and if interest is present volunteers may want to act out the skit in front of the class.	

SALESMAN

Room service called to awaken Mark McKinna at 6:00 a.m. As he showered and shaved, he was mentally reviewing his schedule for the day. A glance at this schedule, which he has written on his daily calendar, would show us the following:

7:30 - Breakfast with Ted Johnson of Colonial Furniture Mart. (Discuss new line - pioneer vintage.)

9:00 - Call on Mrs. Dale Robinson, owner of Greenbriar Furniture and Decorating, Inc. (Mention range of colors in fabrics and soil proofing.)

10:00 - Phone coliseum office to check on time display can be set up.

10:15 - Call home office to check on arrival time of truck loaded with display items.

10:30-11:00 - Drive to Oxford to meet Morgan Jones for lunch. On the way, pick up literature on hardware at Harding's.

11:30 - Lunch - (Be sure to discuss furniture available in colonial style and the delivery dates. Ask Morgan about recorder on lamps.)

1:00-3:00 - Drive to Clinton to the coliseum. Look up Logan Martin's carpet booth and see if he would like to have dinner at the Randolf Restaurant. Meet truck and supervise unloading and set up display for the furniture show.

6:30 - Dinner. (Ask about new textures of indoor-outdoor carpet available from Logan's company.)

8:00 - Phone home. Ask Susan about the suit she wanted me to get for her at Harper's Clothiers. Be sure to ask Matt if he won his little league game.

As you have probably guessed, Mark McKinna is a manufacturer's salesman. He represents the Glenwood Furniture Company which is located in the north east section of Texas. Mark's normal territory includes North Texas and East Texas. He calls on retail furniture stores and suppliers throughout this area. He keeps his customers informed about new products or price changes. He helps his customers promote and advertise household and office furnishings which Glenwood Furniture Company manufactures. Mark's company relies heavily on him as their representative. The furniture Glenwood makes cannot sell itself. A salesman is the vital link between manufacturer and consumer.

Mark is a good salesman. In fact, he was chosen to set up Glenwood's display at the Ohio Valley Furniture Show in Clinton, Ohio. While he is there, he is also calling on established and prospective customers in the area. He is also in charge of the display booth where he will personally promote Glenwood's line of furniture.

We have looked at his schedule for his second day in Ohio. He will be there a week before returning home to Texas and his regular sales territory.

Mark, like most manufacturer's salesmen, spends quite a bit of time traveling. Most of the time he is only away for a night or two before returning home. However, he does spend a week or so on the road occasionally. Selling is hard work. It requires a person with drive who can put forth effort and be well organized without close supervision. A salesman doesn't punch a time clock. He must regulate his working hours on his own for best efficiency. Sometimes this means longer hours per day or free time as the salesman sees fit.

Earnings in sales are quite good. The average starting salary for men who are college graduates is about $6,000 per year. Some companies pay straight salaries, others straight commission, while most pay both salary and commission. This makes it difficult to find an average for experienced salesmen. $10,000 per year is a fairly valid estimated average. However, many successful salesmen make much more.

Some of the benefits usually included are paid vacations and holidays, insurance, and pensions. Most companies cover expenses for hotels, meals, and transportation while on the road. Many supply an automobile for their salesmen to use.

A good salesman must have faith in his product and his ability to sell it. He must have imagination and be able to apply his ideas successfully. A salesman should understand people and really enjoy working with them. A friendly personality and a well-groomed appearance are necessary. Also, a good command of the language is a must. High school courses in salesmanship, marketing, business, and public speaking often prove valuable to a future salesman.

A high school diploma is required by most companies to enter the selling field. Many corporations require their sales representatives to have a college degree since they often deal with executives in other companies.

Sales can offer a very rewarding career to many young people, both men and women. The large amount of manufacturing that takes place in our state requires many sales representatives.

If you're interested in sales, perhaps you should inquire further into the openings in Texas. Perhaps you, like Mark, might become a top manufacturer's salesman.

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour (State) ________ per hour (Local)

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: ____Yes ____No

Junior College: ____________ (Program) ____________ (Name of Nearest College with Program)

Four-Year College: ____________ (Name of Nearest College with Program)

Apprentice Program: ____________ (Name and Address of Local Joint Apprentice Committee)

SECRETARY

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand and explain the importance of secretaries to business and industry and to their employers.	After an opening statement the class will be shown a film and told to write down any words that they are not familiar with. The class will then see the film. The class will then discuss the film and work with the spelling and meaning of the new words encountered in the film. The students will then dramatize the skit "Secretary". After the dramatization of the skit the class will discuss it with emphasis on the requirements needed to be a secretary.	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers FILMS Region I "Secretary, The-A Normal Day" (2nd. Ed.) MP0219 Col. 11 min. J-S "Secretary, The-Taking Dictation" MP0220 Col. 11 min. J-S "Secretary, The-Transcribing" (2nd. Ed.) MP0221 Col. 11 min. J-S
SPECIFIC: The students will be able to define: 1. dictation 2. transcribe 3. priority 4. verticle file 5. stenographer 6. shorthand (list to be continued by teacher)	Enrichment: The class will take a field trip to the Vocational Office Education classes at the P.S.J.A. High School. Evaluation: List 5 secretarial requirements.	"Take a Letter...From A to Z" MP0506 Col. 15 min. J-C-A "Typing Skills-Daily Job Techniques" Col. 13 min. S-C-A P.S.J.A. FILM "Duties of a Secretary" (135) B/W 22 min. J-S
The students will be able to give reasons why a secretary needs the particular requirements that she does.	List three qualities desired in a secretary and why the qualities are desirable. Define: 1. Dictation 2. transcribe 3. priority 4. verticle file 5. stenographer 6. shorthand (list to be continued by teacher)	FILMS "Typing Skills- Building Speed" MP0868 Col. 11 min. S-C-A

SECRETARY

"My, how things have changed since I was a student in this classroom!"

******

"Yes, and I know more is demanded of the secretaries these days, and I want my girls to be the best in Carrollton. After working several years, you must surely have some good advice you could pass on to them. How about it?"

******

"Surely."

******

"Well, girls, you have chosen an excellent vocation, if you like to assume responsibility and serve others. You should develop your typing, shorthand, bookkeeping, office machines, and other such skills all you can, but these things alone will not make a good secretary. You need to develop orderly habits and a sense of timing that enables you to do first things first---to give priorities that provide for meeting deadlines.

"Honesty, good judgment, and loyalty to her boss are most important. A secretary often is in possession of confidential information, which she must never divulge, even to her husband or best friend.

"A good secretary is alert and has the initiative to carry out her duties without being supervised closely. She composes routine correspondence and handles many administrative details. She maintains good liaison between her boss and other officials. She screens calls and visitors so that only the desirable ones get through to him. She often is expected to handle personal chores for her supervisor, such as making reservations, buying wife's anniversary gifts, balancing checkbooks, etc. As she gains experience and is more valuable to her boss, she may become an office manager or administrative assistant, relieving him of practically everything but the signing.

"Whether or not college or business school is necessary to prepare a girl to be a good secretary depends entirely on the program offered by the high school. Typing and shorthand are not enough; she should have a good basic knowledge of office machines, bookkeeping, filing systems, switchboard operating, etc.

"You should make as many business contacts as possible and begin looking for a job early. Any experience in part-time work looks good on your application for full-time employment. Many new secretarial jobs are created each year with the expansion of occupational fields. Opportunities are excellent for a secretary who wishes to specialize in the fields of medicine, law, research, etc.

"Salaries range from $50 to $175 a week, varying with local prevailing wages and your own ability. Salaries in federal government are generally somewhat higher than in private industry. Also, fringe benefits such as leave plans are greater. One reason I have chosen to remain as a government secretary is that I get six weeks of paid vacation every year (one to three years' experience - four weeks; three to fifteen years - six weeks; over fifteen years - eight weeks), besides thirteen days sick leave a year, which continues to accumulate.

Secretaries generally work forty hours, five days a week. Sometimes overtime is necessary, but they are free to take off early during slack periods.

"I am glad I became a secretary and would like to encourage you to learn all you can, develop your office skills, and even after 'landing that good job', continue to develop through any additional courses that may be offered on the job or in the community. I recommend, also, that you apply for membership in the National Secretaries Association, a fine organization which further develops a good secretary."

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour (State) ________ per hour (Local)

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: _____Yes _____No

Junior College: ____________ (Program) ________________________ (Name of Nearest College with Program)

Four-Year College: ________________________ (Name of Nearest College with Program)

Apprentice Program: ________________________ (Name and Address of Local Joint Apprentice Committee)

TEACHER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to extend his knowledge of some profession he is familiar with. SPECIFIC: The student will be able to discuss and question why his teacher chose teaching as a career. The student will be able to list and discuss 5 reasons why teaching is a rewarding and satisfying profession. The student will be able to identify and discuss the training necessary, the qualifications for and advancement opportunities in the teaching field.	The pupils will be told by their own teacher about his/her own professional preparation. The class will be given the reasons why this profession was selected, how each requirement was fulfilled, how many years of preparation were needed, and ways in which an education may be financed. At this time the teacher will either show a filmstrip or a film on teachers and other school helpers. Follow the viewing with a discussion or a question and answer period in class. As a culminating activity pupils may be asked if they are interested in the field either as a teacher, nurse, librarian, coach, principal, etc. Some pupils may even want to write a story on their selection and have it placed on the bulletin board. Finding that some students show an interest in the teaching field, some may be able to assist as teacher's helpers or assistants thus giving them an insight into the teacher's everyday routine.	P.S.J.A. MEDIA CENTER SS-143 "School Helpers" "The Teacher" REGION I "Helpers at Our School" MP0624 Col. 11 min. (Elem. - may be adapted for fifth grade) .* Additional information can be found in the Dictionary of Occupational Titles (D.O.T. 092.228) or in the Occupational Outlook Handbook from the U.S. Dept. of Labor which is kept for ready reference in our office.

TEACHER

At some time during your years in school you have probably wished you were sitting on the other side of the desk . . . perhaps in your teacher's chair. Perhaps becoming a teacher is what you would really enjoy for your vocation.

How much do you know about what a teacher really does? Here's what Forrest Robbins, who was elected "Teacher of the Year" by students at American High, has to say about his occupation.

"I personally find teaching a rewarding career. I enjoy working with people, especially young people, and I get a real sense of satisfaction from helping guide them to healthy, intelligent, and useful lives.

"When I was in high school, I had a variety of interests and did pretty well in most of my subjects. Since I hoped to go to college, I was careful to meet the requirements for entrance by taking college preparatory courses. However, two of the elective vocational courses which I especially enjoyed were salesmanship in distributive education and technical drafting. When I went to college, I majored in Industrial and Vocational Education so that I could teach courses such as those I had enjoyed most in high school.

"As you may know, to become a teacher you should attend a college or university and obtain a bachelor's degree with a major or minor in the subjects to be taught. Many teachers continue their training beyond four years of college and obtain a master's or possibly a doctor's degree.

"Some states, including Texas, offer scholarships or loans to prospective teachers. Your guidance counselor can supply you with information about loans and can tell you about colleges or universities where teacher training in your particular field can be obtained.

"Many openings for qualified teachers can be found throughout our state and others. Salaries vary according to the state or area. The average salary for all secondary teachers is slightly over $7,000. With a master's or doctor's degree, advancement to principal, supervisor, or superintendent would mean better salaries.

"A beginning teacher's salary is somewhat lower than that of other college trained professionals. However, most systems increase teacher's salaries for each year of teaching experience and for obtaining higher degrees. Some teachers find it necessary to seek employment during the summer months. Others spend their summers teaching in summer school, traveling, or taking further college courses to renew their teaching certificates.

"The work of a high school teacher may be more complex than most realize. Quite a bit of time is spent in working directly with students during classtime. Much time is spent in preparing lessons, grading papers, making reports, checking records, attending meetings, and assisting with extracurricular activities for students.

"A good teacher must be understanding and fair with his students. He should have patience, imagination, and leadership qualities. He must get along well with others and be interested in the total school program as well as his own subject area.

"I like the variety of things that I do each day and the working hours from 8:00 a.m. to 4:00 p.m. in my school suits me fine. Quite a few afternoons and evenings I have work to do that keeps me at school for longer hours or necessitates my coming back to the school at night. I like the freedom I have in my job to organize, plan, and carry out my daily work without close supervision. In fact, I like my job so well that it hardly seems like work. Of course, some of those evenings when I'm tired from putting in extra time or from doing a lot of paperwork, I'm quickly reminded that my job can be a taxing one.

"I have appreciated this opportunity to tell you a few things about my vocation. Maybe some of you who are especially interested in teaching can arrange to spend a day with me or one of your teachers sometime. In that way you could see just what happens all through a typical teaching day. You might want to join your local Future Teacher's Association and also visit a college education department. Teaching may offer you a career. Good luck in your future."

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour (State)   ________ per hour (Local)

Preparation:

High School Subjects: ____________ ____________ ____________

____________ ____________ ____________

Private Schools: ____Yes ____No

Junior College: ____________ (Program) ____________________ (Name of Nearest College with Program)

Four-Year College: ____________________ (Name of Nearest College with Program)

Apprentice Program: ____________________ (Name and Address of Local Joint Apprentice Committee)

TELEPHONE OPERATOR-CLERICAL AND SALES OCCUPTIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to know and understand the duties, characteristics and qualifications for becoming a telephone operator.	Classroom instruction may be initiated by the use of the film on "The Operator". After viewing the film a question and answer session may be used. Often times motivation may be begun by the teacher. Have class members contribute by asking questions.	BACKGROUND INFORMATION More information in this occupation may be found in the Job Guide for Young Workers or The Occupational Outlook Handbook available through staff members.
SPECIFIC: After viewing the film or terminating classroom instruction, the student will be able to list at least 3 main duties of a telephone operator.	Discuss what was learned from viewing the film. Name at least 3 duties of a telephone operator.	
The student will be able to differentiate between a switchboard operator and a (PBX) Private Branch Exchange operator in other enterprises.	Differentiate and explain the difference between a Central Switchboard Operator and a Private Branch Exchange Operator.	FILMS: SOUTHWESTERN BELL FILMS: "The Operator" 14 min. Col. (previewing may be necessary)
The student will be able to list and describe the following items: 1. Central office operator 2. Long distance operator 3. Information operators	List the following terms and describe: 1. Central office operator 2. Long distance operator 3. Information operator Follow-up activity: A field trip may be made to any local Business Office or to the Southwestern Bell Plant in McAllen. Also, the use of the "Tele-Trainer" may be set up along with bulletin board display charts and a teacher's manual for teaching telephone usage and courtesy. (Available through the Edinburg Business Office. Can be use if applicable to prior instruction.)	FIELD TRIPS: Trips to the various Southwestern Bell Telephone offices can be made with guided tours available. Contact Mrs. Plath at the Edinburg Southwestern Bell Office 383-5152 or 383-2791 for more information.

WEATHER FORECASTERS AND FORCASTING

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be to recognize the various jobs or occupations dealing with weather forecasting. SPECIFIC: After discussion and/or viewing the filmstrip "A Visit to a Weather Station" the students will be able to identify and explain the function of at least three instruments used by a weatherman. After studying the unit on "Weathermen" the students will be able to list and define at least ten of the fifteen terms listed on the board. After the lesson and reading the weather reports on the newspaper or watching it on TV for a few days, the students will be able to read and interpret the reading on local weather conditions.	Introduce the lesson, discuss and study instruments to be used. Study and observe the weather conditions. Listen to weather reports on radio and television or read the weather reports in the newspapers. Bring the newspaper to school and report to the class. The following terms can be listed on the chalkboard and defined: Types of clouds: 1. Cirrus 2. Cumulus 3. Stratus 4. Nimbo-Stratus Terms: 1. Humidity 2. Temperature 3. Forecast 4. Precipitation 5. Overcast 6. Gusty Name, description, and function of weather instruments: 1. Thermometer 2. Rain gauge 3. Anemometer 4. Hydrometer 5. Barometer etc. Keep a weather record and try making predictions. Use available materials and information and	FILMS: P.S.J.A. MEDIA CENTER "Weather for Beginners" (238) B/W 11 min. P "Weather" (Understanding precipitation) Color I-J (257) Col. 11 min. "Inside the Weather" (316) Col. 13½ min. I-J-S REGION ONE: "How Weather is Forecast" MP0897 Col. 11 min. I-J FILMSTRIP P.S.J.A. MEDIA CENTER S-108 Basic Intermediate Science Group I (#4) "Finding Out About Weather" SS-113 Exploring With Science (shortstrip) (#7) "What is Weather" SOURCES FROM WHICH YOU MAY OBTAIN AIDS Weather maps Newspaper weather reports

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	display on the bulletin board. Discuss the various jobs pertaining to weather forecasting. Enrichment. The students may set up a weather display on a table showing the materials and tools used in a weather station. Some of the instruments may be student-made.	MATERIALS: Thermometer Barometer Hydrometer Wind Vane

WELDING

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: By discussing, defining and investigating the welding occupation, the student will develop a fundamental knowledge of welding as an occupation.	The lesson may be started by asking the following questions, "What is a welder?" "What does a welder do?" "What is welding?" (any reasonable answers may be accepted. Welding may be defined as "a method of joining pieces of metal by applying heat, pressure, or both, with or without filler metal to produce a permenant bond.")	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers
SPECIFIC: The student will be able to list and explain the duties of a welder.	The class will then see the film. After the film the class will discuss the important points in the film.	FILMS T.E.C. film "Opportunities in Welding" 7 min. 11 sec. Col.
The student will be able to list and define the characteristics of a welding job.	The class will then read and discuss the skit "Welders".	SKIT "Welders"
The student will be able to list the advantages and disadvantages of a welding job.	After the skit the class will listen to the guest speaker talk on the duties and characteristics of the job, and the advantages and disadvantages of welding. The class will have a chance to interview the speaker after his presentation. The teacher may start the questions if the class is withdrawn.	RESOURCE PERSON A resource person may be used at the teacher's discretion. Therefore no particular welder is named in the lesson plan.
	ENRICHMENT ACTIVITIES: (1) Interested students may create a poster depicting various types of welding and different scenes showing welders performing their job. (2) Interested students will practice the skit provided or develop their own and present it to the class.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	EVALUATION: (oral) (1) What is welding? (2) What does a welder do? (3) What are the duties of a welder? (4) What are the characteristics of the job? (5) What are the advantages and disadvantages of the job?	

WELDERS

Steve and Joe were walking down the road toward the site of a bridge building project. The men were just coming off the job. A big husky man named Jim was taking off some protective equipment as the boys approached. The boys introduced themselves and began talking to the man named Jim.

Joe asked, "What is your job on this project?"

"I'm a welder," Jim said. "I put together the big steel beams that hold up the bridge."

"Do you only work on bridges?" asked Joe.

"No," replied Jim. "I help in the construction of big buildings and even do some welding on our machinery and equipment."

"Where else do welders work?" Steve wanted to know.

"They work in factories, shipyards, and construction jobs. In fact, anywhere metal needs to be put together by the welding method."

"How long are the working hours each day?" Joe inquired.

Jim answered, "The working hours vary, often depending on a union contract under which a welder works. Usually, it is about eight hours a day. Sometimes we work overtime to complete a project by the deadline."

"Are there very many educational requirements which welders must pass?" asked Steve.

"Well, it is necessary to take training provided by the company if you don't have any experience. Courses such as agriculture and shop or high school courses in welding are very helpful. A good welder usually has vocational training which can be acquired at community colleges, technical institutes, or trade schools. In any case, a high school diploma or better means more pay as you become more skilled as a welder."

"How much is the pay, anyway?" asked Joe.

"A welder makes from $1.70 to $2.50 or so per hour if he is just a welding machine operator," Jim replied. "If he is a class B welder, he makes about $2.15 to $3.25 an hour. The class A welder makes from $2.50 to about $4.00 an hour. It pays to work hard to become better skilled."

"It also pays to talk to nice fellows like you, Jim," said Steve.

"We've just gotten our information for a report for our Introduction to Vocations class, and we've become interested in your occupation."

"Thanks for the interest, boys. I enjoyed talking with you. There's a lot more you should learn about welding, however, so you'd better look up more facts about my job," said Jim.

The boys thanked Jim for his time and as they walked away Joe said, "I'll look up welding in the Dictionary of Occupational Titles and in one of the career kits."

Steve broke in to say, "and I'll look it up in the Occupational Outlook Handbook and the Chronicle File."

Does their conversation sound familiar? Maybe it's time for you to get busy.

The following information to be completed by local teacher or counselor.

Wage Scale: ________ per hour (State)   ________ per hour (Local)

Preparation:

High School Subjects: ____________ ____________ ____________
____________ ____________ ____________

Private Schools: _____Yes _____No

Junior College: ____________ (Program)   ____________________ (Name of Nearest College with Program)

Four-Year College: ____________________ (Name of Nearest College with Program)

Apprentice Program: ____________________ (Name and Address of Local Joint Apprentice Committee)

OCCUPATIONAL BACKGROUND DEVELOPMENT

GRADE 7

APPEARANCE FOR JOB SEEKERS

OBJECTIVES

GENERAL:
The students will be able to:

1. understand the need for creating solid first impressions when seeking a job.
2. comprehend why his appearance can be an asset or a detriment when job seeking.

SPECIFIC:
After the exchange of dialogue, the students will be able to list on the chalkboard and discuss orally at least 5 aspects of personal hygiene.

After their own preparation the students will be able to creatively dramatize the presentation of the skit "Dress and Choosing the Proper Clothing" and experience the opportunity of acting out the role of interviewer and/or job seeker.

SUGGESTED ACTIVITIES

Initiate class discussion by talking to the class on "Personal Pride" in manner and appearance.

Stress importance of proper dress and make comparisons of how people dress to suit their profession. People are often judged by the impressions they create and by their appearance.

Speak to the class and have them discuss: "What is personal hygiene?" Exchange dialogue and list 5 aspects of personal hygiene.

Examples:
1. Good grooming
2. Cleanliness
3. Suitable dress
4. Posture
5. Dental care
6. Clean fingernails

Explain that personal hygiene is important not only as a job demand but also as a part of everyday life.

The students may want to present a skit on "Dress and Choosing the Proper Clothing". Have some of the students act as prospective employers and have them critize and give opinions on why or why not they would hire the job seekers acting out the skit.

Enrichment activity:
Students can make pictures or a mural of job situations depicting appearances, dress and personal hygiene.

INSTRUCTIONAL MATERIALS & RESOURCES

BACKGROUND INFORMATION:
Texas Employment Commission pamphlets:
1. "Look Your Best"
2. "Do's and Don'ts for Mature Job Seekers"

FILMS:

REGION I
"Job Interview: Whom Would You Hire? Three Young Men" MP1120 Color 16 min.

"Job Interview: Whom Would You Hire? Three Young Women" MP1119 Color 17 min.

SKITS:
Self-made activity:
"Dress and Choosing the Proper Clothing"

COMPARISON WITHIN PROFESSIONAL AND NON-PROFESSIONAL VOCATIONS WITHIN A JOB FAMILIES

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to name the professional as well as the non-professional jobs found in the community. SPECIFIC: The students will be able to distinguish between professional and non-professional vocations. By distinguishing between professional and non-professional vocations the students will be able to determine what type of preparation they must conduct to qualify for the vocation of their choice.	As initial class discussion the students are asked to volunteer a definition to the terms: vocation, professional, and non-professional. Definitions are given with a discussion following. The students are asked to give their parents' occupation or means of livelihood for a comparison as to the variety of jobs. Jobs with which they are not familiar are explained. Also, a few which are unknown are suggested. The students are then asked to look in a professional magazine for pictures of jobs related to that profession. Examples: Nurse, Lab Technician, with Doctor, Researcher, Investigator, with Lawyer Writer, Artist, Painter, Teacher Aide with Teacher, etc. The students may also use the Sullivan Reader, Book 10 ("When We All Grow Up). Reinforcement Activity: Show and discuss in class Film #4, "What Are Job Families?" Series G-6	FILMSTRIPS: P.S.J.A. MEDIA CENTER G-6 (#4) "What Are Job Families?" SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Professional Magazines Example: Medical Journal Texas Outlook Grade Teacher *Sullivan Reader (Book 10) "When We All Grow Up" *Those schools using the BRL Sullivan Reading Series will find this book useful.

DRIVING OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to comprehend that the driving occupations job family is a very essential job family in our highly mobile and mechanized society.	Six students will be asked to write on the chalkboard one occupation found in the Driving Occupations job family. Examples: 1. Taxi driver 2. Local transit bus/driver 3. Inter-city bus/driver 4. Route/man 5. Local truck driver 6. Over-the-road truck driver	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers Encyclopedias American Trucking Association, 1616 P. Street N.W., Washington, D.C. 20036 EQUIPMENT Bulletin board STUDENT MADE MATERIALS Charts FILM P.S.J.A. Media Center "Bus Driver" SS-126 "Trucks at Work" SS-139
SPECIFIC: The student will be able to list 5 occupations found in the Driving Occupations job family.	Have the students explain the importance of the occupation to the community and/or region, state and nation.	
The student will be able to explain the interdependence between the occupations found in the job family.	The class will develop a bulletin board display featuring safe driving habits and courtesy on the road. Magazine pictures and/or hand drawn pictures may be used.	
The student will be able to trace one article from its point of origin to its destination in the student's home.	The class will also develop charts using magazine and/or hand drawn pictures depicting the different types of transportation provided by the Driving Occupations. (This activity may be conducted by groups or committees.)	
	The students will then write a composition on (1) a single occupation found in the Driving Occupations job family and enumerate the reasons why this occupation is important to the community and/or region, state and nation; or (2) how an article reached its destination in his home from its point of origin.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Culminating Activity: The class may interview a driver from the Truck Stop in Pharr. or The class may see a film or films on the Driving Occupations	

EMPLOYMENT SERVICES

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand that there are Federal, State, and Local agencies available to the public as Employment Service Agencies.	By discussion or lecture the students will become familiar with several employment services and the practice of all kinds of employment institutions. By panel discussion, an explanation can be presented as to how people are guided into employment for certain jobs according to interests, abilities, aptitudes, and capabilities.	FILMS: Texas Employment Commission "There Must be a Catch" 12 minutes Color SOURCES FROM WHICH YOU MAY OBTAIN AIDS:
SPECIFIC: After investigation and discussion the students will be able to list and define at least 1 local private employment service and 1 State Employment Agency (Texas Employment Commission)	Persons presenting certain views must validate their statements by affording reasons for their views. Introduce the students to the Interest Inventory Checklist used by T.E.C. for finding areas of particular interest of job seekers.	T.E.C. Pamphlets T.E.C. Interest Inventory Checklist Armed Forces Recruiters U.S. Department of Labor
The student will be able to list a minimum of three characteristics a person must possess to be a policeman, teacher, doctor, nurse, etc.	Other pamphlets on job opportunities and services can be made available and discussed.	RESOURCE PERSONS: T.E.C. Speaker Vocational Counselor
The students will be able to list and discuss on paper at least 4 reasons why they have or do not have the same job preference as his parents or siblings.	Make a comparison to home backgrounds of students and discuss in class whether their job preferences are the same as those held by other members of the household. Why or why not? Field trip or guest speaker: If possible, arrange for the use of a guest speaker from T.E.C. or a field trip to this employment agency.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will have a fundamental understanding of the four occupations that his committee investigated and will be better able to look objectively at his future vocation. SPECIFIC: By listing, defining and determining the prerequisites, advantages, and the feasibility of observation and/or participation in four jobs each group will demonstrate a nucleus knowledge of four occupations which exist and which one might like.	Each student will list ten occupations which he feels he might like. According to choices, the class will divide into six groups of four; choose a leader and a recorder. Each group will discuss any job desired for ten minutes. Each group will choose 4 jobs or professions of high interest. Each member of each group will find out all he can about one of the four jobs. Information to include: (1) What work is done in the job? (2) What prerequisites are required: aptitude, education, training, and experience. (3) What advantages and disadvantages are indigent to the job: hours, vacation, pay, etc. (4) What contribution does this job make to society? (5) Is it possible to observe or participate in this job in our community? If so, whom should we contact to attempt making arrangements to do so? Evaluation: Did each group carry out its project? ie. choice, discussion, investigation, discovery of information, listing of jobs?	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers Encyclopedias Telephone directory Cloakroom files

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Follow up: Observation of people at work on the job with discussion and conclusion of value of the project.	

FILING FOR A SOCIAL SECURITY NUMBER

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After a class discussion on obtaining a Social Security Account Number and the benefits to be derived, the student will be able to better understand its importance. SPECIFIC: After hearing a resource person the students will be able to list and discuss 3 reasons why having a Social Security card is an asset. After reading the pamphlet, "Your Social Security" each student will be able to write their own interpretation of the basic idea behind Social Security. The students will be able to fill out an application form for a Social Security Number.	Instruction may be motivated by asking: "What is Social Security?" A question and answer session may follow, with the teacher as mediator and a provider or correct information, if help is needed. Provide each student with a pamphlet titled "Your Social Security" and discuss after reading. Bring in a resource person from the Social Security Office to speak on the importance and benefits of having an account number. The students may ask questions for their own information. Enrichment activity: The students will be provided with an application form. As a class activity, each student will read each question and answer it following the given instructions. Actually mail the form in order to receive an individual Social Security Account Number.	BACKGROUND INFORMATION Social Security Administration Office McAllen, Texas 78501 Pamphlet"Your Social Security" and Application forms for obtaining a Social Security Number RESOURCE PERSON: Mr. Martinez; speaker from Social Security Administration Office

HEALTH SERVICE OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to appreciate the knowledge and preparation needed in performing the duties of people involved in serving the public. SPECIFIC: The students will be able to formulate and write their reasons for the necessity of health service occupations. The students will be able to list and describe the duties of at least 5 health service occupations. The students will be able to plan a menu for a well-balanced meal.	Introduce lesson by asking, "What is meant by Health Service?" Students can offer answers. Answers will vary, but the teacher can make corrections. Using chalkboard, the students will step up to the board and list whatever service occupations they may know of. Examples: 1. Doctor 2. Dentist 3. Nurse 4. Nurse's Aid 5. X-ray Technician 6. Anesthesiologist The characteristics and definitions of the above occupations will be offered by the students with teacher assistance, if needed. Posters may be made showing doctors, dentists, nurses, x-ray technicians etc. at work. Murals may be made. An exhibition of tools of the trade may be displayed or student-made. Bring in resource people such as school nurse, doctor, dentist, dietitian, etc. A poster showing the four food groups may be made and placed on display on the bulletin board.	BACKGROUND INFORMATION Occupational Outlook Handbook Job Guide for Young Workers FILMS: T.E.C. "Careers in Health Occupations" Col. 11 min. FILMSTRIPS: G-17 #8 "The Nurses' Aid" SS-126 #6 "The Doctor" SS-127 #1 "The Dentist" SS-143 #5 "The School Nurse" FILMS P.S.J.A. MEDIA CENTER "The Doctor" (374) B/W 11 min. P-I SOURCES FROM WHICH YOU MAY OBTAIN AIDS: 1. Britannica 2. The World Book 3. Compton's 4. The Book of Knowledge 5. School Library

HEALTH SERVICE OCCUPATIONS PAGE 2

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Help plan meals at home. Sutdents may be asked to plan a well-balanced meal. The class may be divided into 3 groups. One group can present breakfast, another lunch, and the third dinner. Try a visit to a hospital or a dental lab. Observe the different jobs necessary to make a hospital or a lab function. Explain that these are examples of job families. Show a filmstrip on the "Dentist". Demonstrate how teeth should brushed. Make a job family wall chart illustrating health service occupations. Enrichment activity: The available materials and resources may be used or the class members may want to produce their own skit.	

IMPORTANCE OF EDUCATION

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to recognize that education is important in every occupation and profession. SPECIFIC: several After hearing a speaker the student should be able to analyze and describe orally how a good educational background or vocational preparation is needed in any skilled or professional job. After viewing any one of the films the students should be able to identify and discuss some of the problems faced by young dropouts.	Introduce lesson by discussing the "Importance of Education". Discuss and show illustrative examples of people we all know, who may attribute their success to their educational background. Make a survey of the classroom area to find illustrations of the above. Discuss. Bring in a person to point out the need for an education and answer students' questions. Show the students want ads so that they can see the educational requirements or vocational training needed in preparation for different jobs. Enrichment Activity: Any of the listed films may be used to reinforce the lesson. A general discussion stressing the important points of the film may be held.	16MM FILMS T.E.C. "The Story of Dudley the Dropout" 12 min. Color "When I'm Old Enough, Good-bye" 28 min. B/W SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Newspaper want ads RESOURCE PERSON: (15-20 min.) Counselor T.E.C. Representative

INTEREST OF SELECTED OCCUPATIONS THROUGH NOTEBOOKS OR SCRAPBOOKS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to locate and use information and cut-outs from newspapers and magazines in compiling a notebook or a class scrapbook. SPECIFIC: After a discussion on hobbies and occupations the students will be able to list and identify a minimum of 5 occupations or hobbies which were pointed out in class. After compiling their own personal notebook each student will have learned the following terms: Hobbies Occupations Careers, Professions Goal Scholastic	Begin class by a motivated discussion on hobbies and occupations. Name and discuss hobbies and occupations held by students' immediate family. Find out and comment on information given about family occupations. 1. Is the work interesting? 2. Is the work helpful to other people? 3. What education or preparation was necessary? 4. Is the salary adequate? 5. Could experience in this position lead to more interesting work? Start a notebook on your favorite profession and the things read, learned, or investigated about the work. Start an occupations vocabulary list. Define the words in your list. Sketch, paint, or find magazine cut-outs on individual fields of interest for your notebook or for a class scrapbook. Display some of these pictures. Define a hobby. List some which serve to increase useful knowledge. Make additions to the scrapbook according to student interest. For scrapbooks, use pictures, poems, newspaper and magazine articles, quotations, and other traits associated with the "World of Work"	SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Texas Education Agency "Ideas for Occupational Orientation in Developing a Notebook" (Included in the activities) MATERIALS TO BE USED: Newspapers Magazines Encyclopedias Dictionary

INTEREST OF SELECTED OCCUPATIONS THROUGH NOTEBOOKS OR SCRAPBOOKS PAGE 2

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	* Teachers desiring for students to develop a notebook which the student may keep when completing the course may find that appropriate "items" may be included in the notebook under the following headings: Personal Qualities My Interests Facts About How I Get Along With Others Facts about My: Scholastic Achievement Vocational Interests Abilities My Outside Activities My Feelings and Personal Behavior My Health and Grooming My Study Habits and School Subjects What I Am--What I Would Like To Be Occupational Goal and Career Plans My Study of Occupations My Work Experiences Occupations Which I Found Interesting Subjects Which Will Be Helpful In Preparing For The Two Occupations I Like Most Summary	

INTRODUCTION OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: Through field trips the students will be able to identify the various types of work and professions in the community. SPECIFIC: After the pre-evaluation survey the students will be able to list according to interest at least 3 names of places they would like to visit with reasons to substantiate their choices. After the field trip each student will be able to prepare a list of at least 4 reasons why the trip was or was not a success.	For pre-evaluation purposes conduct a survey throughout the class to determine: 1. What types of work and professions are familiar to the students? 2. Are the students interested in any particular phase or work? If so, what? Write letters or call to ask permission for tour plants. Review suggestions for acceptable behavior before each field trip. Conduct discussion on things to observe and questions to ask oneself. Such as: 1. Do I have what it takes to fulfill this job? 2. Would it meet my needs and desires? 3. Would I enjoy this job? Have a question and answer session at the end of the tour before leaving. A prepared list of suggested questions to ask is given with insturctions to ask others that may come up. Back in class, hold a panel discussion on advantages and disadvantages of this kind of work. On the day following the field trip a short test is given to review the information learned from the trip. Have a committee prepare a news release following each field trip. Send a thank-you note or letter from the class to the company or to the person conducting the tour.	FIELD TRIPS: SUGGESTED PLACES TO VISIT: Retail Stores Restaurants Hotels Shopping Centers Telephone Company Airport Service Station Automotive Repair Garages Electric, Public Utilities and Gas Companies Laundromats and Dry Cleaners Packing Sheds Canning Plants Meat Packing Plants Newspaper Farms etc. MATERIALS TO BE USED: Envelopes Paper Pen Postage stamps

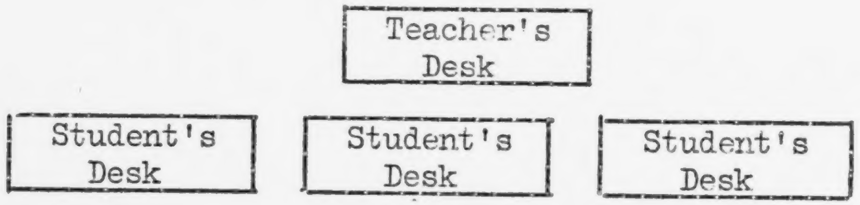
INTRODUCTORY LESSON FOR OCCUPATIONAL ORIENTATION

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to understand that the school is an institution that prepares an individual for the world of work.	The lesson may be introduced by leading a discussion to answer the following: 1. What is the importance of schools? 2. In what ways do schools help us in preparing for work? 3. What should we gain from going to school? 4. What must we do to gain the most from school?	SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Telephone directories Newspaper want ads RESOURCE PERSON: Vocational counselor
SPECIFIC: After the dialogue each student will be able to list at least 3 significant contributions to be gained from attending school.	The dialogue from answering the previous questions should provide an opportunity for introducing "The World of Work" or Occupational Orientation.	
After using the telephone directory or going through the want ads each student will be able to list and define 3 jobs which he may have an interest in.	The class may use telephone directories or be supplied with newspaper want ads and told to pick an ad or select a job that they might want to know more about. The students will then write a paragraph on the topic they selected and explain why this particular ad or topic was selected. The students may exchange ideas or discuss them within groups. Culminating Activity: The students will each select three occupations or professions they might be interested in and write them down. (This information may be used as a guide in deciding what areas need to be brought up or expanded.)	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to recognize what a job family is and understand how some jobs are interrelated with others. SPECIFIC: The student will be able to retell and describe by writing a short paragraph tracing the development of a job family. Ex. (The Dairy) The student will be able to list at least 5 of the job families given as examples. The student will be able to list at least 5 people who are members of any one job family.	Introduce lesson by discussing prepared charts, posters, or bulletin boards on "Our Family" (home) and "Our School Family". Discuss and show relationships to (ex.) "The Dairy" as a job family. Trace the development from the farmer who produces the food, to the rancher or dairy farmer, who feeds the cows, to dairy truck driver etc.... to the consumer who drinks the milk. Discuss and show relationships and terminology: job family. Make a survey of the class' family to see what jobs their parents have. Use survey data to construct job family charts (see example of "The Dairy"). Enrichment activity: The available films or filmstrips may be used to trace the development of a job family. Examples: 1. Farmer 2. Rancher 3. Feed and seed dealer 4. Veterinarian 5. County agent 6. Dairy machine operator 7. Dairy truck driver 8. Creamery and employees 9. Milk route delivery driver 10. Grocer 11. Consumer	FILMS: REGION I "Dairy, Farm to Door" Col. 11 min I MP1173 Dairy Farm, The" (2nd. Ed.) Col. 14 min. P-I MP0591 FILMSTRIPS: P.S.J.A. MEDIA CENTER Community Helpers Series Flannel and Magnetic Boards displaying Community Helpers Series Teacher and student-made posters, charts, and bulletin boards on job families. Examples of job families: 1. Chamber of Commerce 2. Local industries 3. Employment office 4. Federal offices 5. City hall 6. Yellow pages of telephone 7. The Dairy Farm 8. Military Installations

JOB SEEKING THROUGH CLASSIFIED ADVERTISEMENTS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to: 1. understand what classified advertisements are. 2. use the classified advertisements in a newspaper. 3. use the classified advertisements in a telephone directory. SPECIFIC: The students will be able to locate and identify the classified advertisements in a newspaper and list on the chalkboard by subject as many as they can find. The students will be able to list at least 3 well-known firms advertised in the telephone directory yellow pages, cut them out and post them on the bulletin board for display purposes. The students will be able to write a sample classified advertisement, providing the necessary information required for newspaper publishing.	Initiate the discussion by defining a classified advertisement. Write some of the students' definitions on the chalkboard and make corrections if needed. Introduce the telephone directory and newspaper classified advertisements. Display several classified advertisements from different available newspapers and telephone directories on the bulletin board. Explain the general outline and pertinent information given in all classified advertisements. Using newspapers and telephone directories point out, interpret, and discuss several main headings on ads. Resource person: The guest speaker can talk to the class on procedures and reasons for writing classified advertisements. Time for a question and answer period will be allowed. Culminating activity: The students will write a classified advertisement to be used in the school newspaper or on the bulletin board.	SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Local Newspapers Telephone directories (used) RESOURCE PERSON: Personnel working in the advertising branch of the telephone company or newspaper office can be used as speakers.

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to understand and develop an appreciation for the function of city and county governments. SPECIFIC: After the lesson the students will be able to arrange their desks to simulate the political structure in their local community. The students will be able to compare and contrast city and county government. The students will be able to list at least 4 jobs or occupations of people involved in city government and at least 4 jobs or occupations of people involved in county government.	Through discussion, role playing and possible field trips to either a city government in session or the county courthouse for visitation with county government and it's officials, the teacher can organize a simulated classroom situation of either. Using the room for reorganizing a simulated situation, organization would be as follows:  Teacher's Desk Student's Desk Student's Desk Student's Desk 1. Teacher's desk-to be filled by mayor or County Judge 2. Elect Councilmen or Commissioners by precincts. 3. Elect a mayor or judge 4. Elect a police chief 5. Elect a fire chief 6. Elect a sheriff 7. Elect a treasurer 8. Elect a city manager etc. It is advisable to follow the form of city government at the local level. Local municipal office personnel can furnish information needed. After role playing in class, a group visit to a commissioner's court or council meeting would provide excellent reinforcement.	SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Municipal Building Mayor City Councilmen or Commissioners FIELD TRIP: A field trip to the municipal building while city officials are in session.

OCCUPATIONAL ORIENTATION AS IT RELATES TO SOCIAL STUDIES cont'd.

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Follow-up: The follow-up may take the form of a class discussion and the listing on the chalkboard of jobs or occupations of people involved in city and county management. List at least 10 and discuss their function. Arrangements may be made so that elected student officials may be hosted for a day or half a day with the police chief, the fire chief, the city manager, the sheriff etc.	

OCCUPATIONAL ORIENTATION - INTRODUCTION

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: After the completion of the unit the students will be able to define Occupational Orientation in their own terms and will be able to explain how this program will help them in their preparation for a livelihood.	An introduction of Occupational Orientation, its aims and objectives would be an exellent beginning into the study of about the "World of Work". (Teacher may read, interpret or give his own explanation by using the Preface to this Guide.)	"A Guide for Occupational Orientation" (Preface) Yellow pages of the telephone directory
SPECIFIC: The students will be able to identify at least 5 jobs, occupations, or professions listed in their section of the telephone directory.	Have a general class discussion on Occupational Orientation. After the teacher explanation ask members of the class to provide their own interpretations of: 1. What is Occupational Orientation? 2. How can Occupational Orientation help you as a student? Assignment: Divide the class into three groups. Divide the telephone book into three sections. Each group will list the jobs, occupations, and professions listed in their section.	
After research and investigation the students will be able to present to the class an oral report on one job, occupation, or profession.	Culminating activity: Each group can form a panel to discuss their list giving a brief description of each job, occupation or profession. Follow-up: Each student will select an occupation, job, or profession, do reading and conduct an investigation into it and present an oral report to the class.	

POSTAL WORKERS-MAILMAN
FEDERAL CIVILIAN GOVERNMENT OCCUPATIONS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to think from viewing a film that without mail there is no written communication and he will be better able to appreciate the important services provided by these people. SPECIFIC: The students will be able to formulate and write their own reasons for the necessity of a postal system. After viewing the film the students will be able to expand their knowledge of the operation of the postal system. The students will be able to list and define at least 5 occupations found in the post office.	Introduce lesson by discussing our local postal system and have pupils voluntarily trace it as far as they can remember. Small discussion can take place. Once motivation has been initiated, introduce any A-V materials which may be used to show to class. After film showing, it is desirable to have a discussion period on what was learned from the film. A list of postal workers can be made up and a brief discussion as to the duties of each may be held. Ex. 1. Mailman 2. Postal clerk 3. Rural carriers 4. Mail handlers 5. Distribution clerks 6. Postal supervisor 7. Postmaster Give the students the characteristics and some of the qualifications. (Additional reading information may be found in the Occupational Outlook Handbook and/or encyclopedias.	BACKGROUND INFORMATION Reading material may be found in your school encyclopedias. FILMS: REGION I "Duke Thomas, Mailman" I Col. MP1205 "The Modern Post Office" P-I Col. MP1067 "Postman-Rain or Shine" (Review) 11 min. Col. MP1193 P.S.J.A. MATERIAL CENTER FILMSTRIPS: SS-127A"Community Helpers" Series Set III (Filmstrip#5) "Our Post Office" FIELD TRIP: A field trip to the local post office can be easily arranged as a follow-up.

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	Enrichment activity: The students will write on paper: 1. Three reasons why postal workers are needed in a community. 2. List and define 5 of the 7 types of postal workers discussed in the lesson. Follow-up: If a follow-up is desired, a trip to the local post office is recommended. There the students will see behind-the-counter scenes.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to explain why "Knowing Yourself" plays a major role in choosing a career or profession.	The teacher may want to lead a discussion on the following topics: 1. How can you find out what you like best? 2. How can you discover what abilities and skills you possess? 3. What must a job offer to make you happy? 4. How can you discover the jobs in which your interests, skills and abilities will be most useful?	"WHAT WILL MY FUTURE BE?" (poster) Chart and/or transparency Interest Inventory Test (Texas Employment Commission)
SPECIFIC: The student will be better able to explain his interests, skills, and abilities.	Using a poster on WHAT WILL MY FUTURE BE?, the teacher may illustrate how: interest + skills + personality = future	
At the end of the lesson the student will be able to explain what type of profession or occupation he is suited for.	A chart on KNOWING YOURSELF and ways of getting a total picture may also be used.	
Note: A careful examination is a must in the important decision of choosing a vocation because happiness in the future depends on working at a job that you like and can do well.	The teacher may have the students write a few paragraphs on information about themselves (interests, skills, personality) which may be relevant in choosing a vocation. Note: If the students experience difficulty in writing the paragraphs, the teacher may want to use an adapted Interest Inventory Test made available by the Texas Employment Commission.	

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will understand that: (1) many related jobs are found in the Service Occupations. (2) although a high school diploma is usually not required for these occupations it would be advantageous to have one for faster promotion and consideration.	The lesson may be started by having the students look through magazines to find pictures of service occupations that they might be interested in learning about. The students will then write a job description using the materials available to be used with the pictures as part of a bulletin board display with the title "Service Occupations". Role-play. Students interested in the same service occupation will get together and plan a skit to be presented to the class. They will develop their own dialogue, costumes, etc. Alternative: The skit provided may be used for the role playing activity.	BACKGROUND INFORMATION Encyclopedias Magazines FILMS P.S.J.A. MEDIA CENTER Fireman (378) The Policeman (189) REGION ONE Community Services MP1170
SPECIFIC: The students will be able to list 5 service occupations. The students will be able to enumerate and describe the duties of the same 5 service occupations.	Scrapbook- The class will be divided into groups. There will be as many groups as service occupations desired by the class. Each group will look for pictures on their particular service occupation and write a job brief on it before putting it in the scrapbook. The scrapbook may be kept for further reference and/or be displayed on an activity table with other like projects.	Policeman, The MP0188 Policeman, The, Night and Day MP1194 T.E.C. Cooks and Chefs FILMSTRIPS P.S.J.A. MEDIA CENTER The Waitress G-17 Community Helpers Series Set I, II, and III. The Neighborhood SS-139 SKIT

STAY IN SCHOOL

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to understand the importance of school and will become aware of methods of earning money and gaining work experience while in school.	The teacher may initiate discussion on the importance of education. A school counselor or T.E.C. Representative may be brought in to speak and encourage students to continue their schooling and explain the availability of work-study programs for economically deprived students.	16MM FILMS T.E.C. "The Neighborhood Youth Corps" 7½ min. Color "The Story of Dudley the Drop-out" 12 min. Color
SPECIFIC: The student will be able to select from several available work-study programs, one which they might have a particular interest in.	Bring in a representative from the local High School Vocational Program. Have him discuss the opportunities that are waiting for them in High School. A question and answer session may be allowed afterwards.	FILMSTRIP KIT Resource Center, Texas Education Agency, 201 East 11th Street Austin, Texas "Dropping Out: Road to Nowhere"
The student will be able to list at least 2 work-study programs within the school system and discuss how they encourage the student to stay in school.	Enrichment Activity: The use of films or filmstrips may be made to reinforce what the speakers talked about.	RESOURCE PERSON: (15-20 min.) Counselor T.E.C. Representative D.E. Co-ordinator I.C.T. Co-ordinator V.O.E. Co-ordinator

STUDY OF SELECTED OCCUPATIONS THROUGH ORAL REPORTS

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: Using their language skills the students will be able to creatively write and orally present to the class their findings and/or interests in a selected occupation or profession. SPECIFIC: After using the available materials and resources the student will be able to identify and state his reasons for further investigation and research into his selected report. The student will be able to list at least 3 occupations or professions which he would like to investigate further and state as many reasons as he can list as to why he has an interest in each.	The students will be asked to select at least 3 occupations or professions in which he would like to find more information about. The students will list as many reasons as they can under each heading as to why they have an interest in each occupation or professions. With teacher assistance and evaluation of the students' aptitudes, interests, capabilities, and abilities the student will select one occupation or profession which he will research and investigate further. Using the available A-V materials and resources the student will write a report at least one page long on his selected occupation or profession. Upon completion of research and investigation the students will present to the class their oral report or a taped version of their report on his selected occupation or profession. The students may also use pictures from magazines or newspapers to help them in presenting their report. The pictures may then be placed on the bulletin board for the rest of the class to see at their leisure.	FILMS OR FILMSTRIPS: The use of films and filmstrips on any selected occupation may be utilized and the class member can report on them or reports may be written from research and investigation. SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Encyclopedias Newspapers Library books Magazines (cut-outs) MATERIALS: Tape recorder or Cassette player

THE APPLICATION FORM

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The students will be able to recognize and fill out an application form when seeking a job. SPECIFIC: After viewing the film, "Telling Your Story in an Application" the students will be able to list and discuss at least 5 important points to follow when filling cut an application form. Upon completion of the lesson the students will be able to list and define a minimum of 5 of the commonly found terms.	Instruction may begin by explaining the importance of filling out an application form when job seeking and why it is important. Reinforcement to the introductory statements may be provided by viewing the T.E.C. film"Telling Your Story in an Application". Follow-up and discussion of film may follow. Discuss that not all forms are alike or ask the same questions because each firm designs their forms for their particular needs. Show the students several types of forms collected and have some also on the bulletin board to be viewed by the students at their leisure. Inform students that some forms are secured by mail and others may be secured by going in person. The teacher may select an application form to discuss in class. Write and define on the chalkboard words or terms commonly found on application forms. Ex. 1. Spouse 2. Siblings	FILMS: T.E.C. "Telling Your Story in an Application" 11 min. Col. SOURCES FROM WHICH YOU MAY OBTAIN AIDS: Local businesses may furnish forms for student use. RESOURCE PERSONS: Businessman Personnel Director T.E.C. Official

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	3. Military experience 4. Occupation 5. References 6. Former employer 7. Dictation 8. Social Security Number (show sample) 9. Applicant Etc. Students are encouraged to fill out their own (teacher provided) application form. Before students fill out their application forms, list on the chalkboard some "Things to Remember": Examples: 1. Do you write above the line, below the line, or on the same line as the question? 2. Do you write or print? 3. First name first or last name first? 4. Write a dash (-) if question is not applicable. An "N/A" may also be used for such questions. (N/A-- not applicable) 5. Have previous pertinent information on hand such as former employer, dates of employment, salary, credit references, Social Security Number, etc. 6. Do not leave any blank spaces. Stress that completeness, neatness, accuracy, and legibility can be of utmost importance in a job selection and why.	

THE APPLICATION FORM PAGE 3

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
	If possible, any of the suggested guest speakers can be a valuable contribution in carrying out the lesson. Follow-up: Since in most instances your Social Security Account Number is asked for when filling out application forms, an exellent follow-up would be "Filing for a Social Security Number".	

THE JOB INTERVIEW

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student should be able to: 1. be informed on preparation for an actual performance concerning a job interview. 2. apply his knowledge by conducting a job interview experience. SPECIFIC: After class discussion and viewing of the filmstrip the students will be able to list and define the parts of the interview. The students will be able to list and discuss at least 4 qualities sought by interviewers of prospective employees. After presentation of the lesson, the students will list on a chart and discuss in class at least 5 (of each) Do's and Don'ts for prospective employees to follow during an interview.	Acquaint the students with what an "Interview" is and what the purpose of an interview is. List and discuss in class what the important parts of an interview are. Make up a game such as "Applying for a Job" by which students can be interested and at the same time be learning how to conduct themselves during interviews. Show the film "Your Job Interview" or a filmstrip. Conduct a question and answer period emphasizing important parts of the filmstrip or film. Conduct simulated interviews via role-playing situations with students looking for different jobs. Students may want to tape this activity. Make a chart listing important things to keep in mind during an interview. Enrichment: A summary or critique on class activities may be held to evaluate performance of self-activities.	BACKGROUND INFORMATION Resumes That Get Jobs by Gruber, Edward C., ed. (How to Write Your Best Resume) Arco, C. 1967 150 pp. $5.00 Secretarial Office Practice by Agnew, Peter L. 7th. Ed. Southwestern Publ. Co. $5.52 Flash Card Games by Interstate Printers and Publishers, Inc. FILMS: T.E.C. "Your Job Interview" 11 minutes FILMSTRIPS: P.S.J.A. MEDIA CENTER G-17 Occupational Education (#1) "The Job Interview" Tape Recorder Provide an in-class activity using the tape recorder.

WORK WITHIN THE U.S.A.
BULLETIN BOARD DISPLAY

OBJECTIVES	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS & RESOURCES
GENERAL: The student will be able to extend his knowledge of jobs, occupations, and professions outside of his home environment. SPECIFIC: The student will be able to identify and discuss jobs, occupations, and professions by geographical characteristics of the area. The student will be able to identify and define one job which is unique to one state and be able to list at least 5 different jobs and states.	Make a large map of the United States to include Hawaii and Alaska for the bulletin board. Have each student pick a state which he would like to work with. Have each student look for a job that is found in the state that he picked. Each student will draw a picture or find an appropriate cut-out of the type of worker he selected either on the bulletin board or on construction paper. Then have the students write a resume of the occupation chosen. The pictures and write-ups will then be placed on the bulletin board with a piece of yarn attached to the state of which the job is found. A discussion may then be held on different types of work. If any one type of worker is selected for further study, then find a job family related to it and discuss. Enrichment: The teacher may want to introduce "Job Families" and discuss and/or give examples. A suggested place to start is "The School" as a family of workers.	MATERIALS: Painted tagboard Construction paper or Colored chalk (drawn on bulletin board) Yarn

BIBLIOGRAPHY

FILMS (16mm)
P.S.J.A. MEDIA CENTER

"Bookkeeping and Accounting" (009) B/W 11 min. J-S

"Bus Driver" (370) 11 min. B/W P-I

"Duties of a Secretary" (135) B/W 22 min. J-S

"Fireman" (378) B/W 11 min. P-I

"Food Store" (379) B/W 13 min. P

"Inside the Weather" (316) Col. 13½ min. I-J-S

"The Doctor" (374) B/W 11 min. P-I

"The Farmer" (151 & 151A) B/W 11 min. P-I

"The Policeman" (189) Col. 11 min. P-I

"Weather for Beginners" (238) B/W 11 min. P

"Weather" (Understanding Pricipitation) (257) Col. 11 min. I-J

REGION I

"Airplane Trip by Jet, An" (3rd. Ed.) MP008 11 min. Col. P-I

"Community Services" MP1170 Col. 11 min. I

"Dairy Farm, The" (2nd. Ed.) MP0591 Col. 14 min. P-I

"Dairy Farm to Door" MP1173 Col. 11 min. I

"Duke Thomas, Mailman" MP1205 Col. 16 min. I

"Essentials of Drafting" MP1126 Col. 23 min. Sr.

"Food Store, The" (2nd. Ed.) MP0739 Col. 13 min. P

"Helpers at Our School" MP0624 Col. 11 min. (Elem.- may be adapted for 5th. grade)

"How Weather is Forecast" MP0897 Col. 11 min. I-J

"Job Interview: Whom Would You Hire? Three Young Men" MP1120 Col. 16 min. J-S

"Job Interview: Whom Would You Hire? Three Young Women" MP1119 Col. 17 min. J-S

"Occupations and Opportunities-Bookkeeping"	MP1091	Col.	15 min.	J-S
"Occupations and Opportunities-Drafting"	MP1092	Col.	13 min.	J-S
"Policeman-Day and Night"	MP1194	Col.	11 min.	I
"Policeman-Rain or Shine" (revised)	MP1193	Col.	11 min.	I
"Secretary, The-A Normal Day" (2nd. Ed.)	MP0219	Col.	11 min.	J-S
"Secretary, The-Taking Dictation"	MP0220	Col.	11 min.	J-S
"Secretary, The-Transcribing" (2nd. Ed.)	MP0221	Col.	11 min.	J-S
"Take a Letter...From A to Z"	MP0506	Col.	15 min.	J-C-A
"The Policeman" (3rd. Ed.)	MP0188	Col.	16 min.	P-I
"Transportation Maintenance"	MP0480	Col.	11 min.	I
"Typing Skills-Building Speed"	MP0868	Col.	11 min.	S-C-A
"Typing Skills-Daily Job Techniques"	MP0869	Col.	13 min.	S-C-A

TEXAS EMPLOYMENT COMMISSION

There is an excessive amount of "Red Tape" when ordering films from the State Library at Austin so we are asking you to simply call us about 3 weeks prior to anticipated showing of the film and we will order and deliver your film.

"Careers in Health Occupations"	Col.	11 min.
"Cooks and Chefs"	Col.	7 min. 9 sec.
"Drafting"	Col.	7 min. 23 sec.
"Opportunities in Sales and Merchandising"	Col.	12 min.
"Opportunities in Welding"	Col.	7 min. 11 sec.
"Telling Your Story in an Application"	Col.	11 min.
"The Fruits of Our Labor"	Col.	28 min.
"The Neighborhood Youth Corps"	Col.	7½ min.
"The Story of Dudley the Dropout"	Col.	12 min.
"There Must be a Catch"	Col.	12 min.
"Your Job Interview"	Col.	11 min.

SOUTHWESTERN BELL TELEPHONE FILMS

"The Operator" Color 14 minutes

RESOURCE PERSONS

Advertising Personnel

Chainstore Cashier

Cosmetologist

County Health Nurse

Distributive Education Coordinator

Dietitian, Mrs. Parks (P.S.J.A. Food Services Director)

Electrician

Farmer

Industrial Co-operative Training Coordinator

Interior Designer and Decorator

Local Businessman

Local Grocer

Nurse

Personnel Director

Police Officer

Restaurant Owner

School Counselor

Social Security Administration Office Speaker (Mr. Martinez)

Texas Employment Commission Representative

Vocational Agricultural Teacher

Vocational Counselor

Vocational Office Education Coordinator

Welder

FIELD TRIPS (DESTINATION)

Airport

Automotive Repair Garage

Canning Plant

Car Agency

City Hall

Construction Site

Dickie's Slacks

Dry Cleaners

Farms

Furniture Store

Haggar Slacks

Hospital or Dental Lab.

Hotel

Laundromat

Meat Packing Plant

Newspaper

Packing Shed

Post Office

P.S.J.A. High School Vocational Building

Public Utilities (C.P.&L. and R.G.V. Gas)

Restaurant

Retail Store

San Juan Beauty College

Service Station

Shopping Center

Southwestern Bell Telephone Business Office

Southwestern Bell Telephone Plant (McAllen)

Texas Employment Commission

Vocational Office Education Classrooms at P.S.J.A. High School

FILMSTRIPS
P.S.J.A. MEDIA CENTER

G-6 Foundations and Occupational Planning

(#4) "What Are Job Families?"

G-16 Manners Make a Difference

(#2) "Table Manners"

G-17 Occupational Education

(#1) "The Job Interview"

(#3) "The Waitress"

(#8) "The Nurses' Aide"

S-108 Basic Intermediate Science Group I

(#4) "Finding Out About Weather"

SS-113 Exploring With Science (Shortstrip)

(#7) "What is Weather?"

SS-126 Community Helpers Series Set I

(#1) "Bus Driver"

(#2) "Grocer"

(#6) "The Doctor"

SS-127 Community Helpers Series Set II

(#1) "The Dentist"

SS-128 Community Helpers Series   Set III

(#5) "Our Post Office"

SS-134 How We Get Our Foods

(#1) "The Story of Milk"

(#2) "The Story of Bread"

(#3) "The Story of Fruits and Vegetables"

(#4) "The Story of Meats"

SS-135 How We Get Our Homes

(#1) "Planning the Home"

(#2) "Building the Foundation"

(#3) "Building the Shell of the Home"

(#4) "Finishing the Home"

SS-139 The Neighborhood

(#6) "Trucks at Work"

SS-143 School Helpers

(#1) "The Teacher"

(#5) "The School Nurse"

MAGAZINES

American Homes

McCall's

Red Book

*Sullivan Reader (Book 10)

Texas Outlook

BOOKS

A Guide for Occupational Orientation

Book of Knowledge

Compton's Pictured Encyclopedia

Dictionary of Occupational Titles

Encyclopedia Britannica

Job Guide for Young Workers

Occupational Outlook Handbook

Rio Grande Valley Telephone Directory

World Book Encyclopedia

*Schools using the BRL Sullivan Reading Series will find this book useful.

ADDRESSES FOR ADDITIONAL INFORMATION

American Trucking Association
1616 P. Street N.W.
Washington, D.C. 20036

Associated Master Barbers and Beauticians of America
537 South Dearborn Street
Chicago, Illinois 60605

Association of American Law Schools
1521 New Hampshire Avenue N.W.
Washington, D.C. 20036

National Association of Barber Schools Inc.
750 Third Avenue
Huntington, West Virginia 25701

Resource Center
Texas Education Agency
201 East 11th. Street
Austin, Texas

Texas Committee on Careers in Nursing
434 South Main Avenue
Suite 205
San Antonio, Texas 78206

The American Bar Association
1155 East 60th. Street
Chicago, Illinois